SIKH NATIONAL COLLEGE, QADIAN

A SELF STUDY REPORT (SSR)
For Re-Accreditation- Cycle 2 (2013)

Based Upon the Guidelines Laid Down

By NAAC

Submitted by :   **Submitted to :-**

Sikh National College, Qadian   **National Assessment and**
Distt-Gurdaspur (Pb.) – 143516   **Accreditation Council,**
                                                          (NAAC) Banglore

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Foreword

It is a matter of pleasure for us that we are going to submit the Self Study Report (SSR) of our college to the National Assessment and Accreditation Council, (NAAC) Bangalore for re – accreditation cycle 2 (2013). Through this report, we shall try to acquaint the NAAC authorities about our efforts, made to achieve brilliance and to provide quality education in this part of the country. Since the first accreditation, with B+ grade, Our College has brought many constructive changes and we are still continuing the same. Efforts are being made sincerely and honestly to adopt better kind of practices in the field of administration, academics, teaching, extra/co- curricular activities, sports and other aspects of higher education.

We have been preparing the SSR for cycle - 2 (2013) to re-accredit the college, since almost a year. The teachers from different departments of this college have together prepared this report with great zeal and hard work. They have demonstrated their collaborative and constructive skills to complete this venture through collective efforts.

The SSR includes Profile of the College, Criteria wise and evaluation reports of the departments. The Master Plan of the college and the documents, detailing the budget, balance sheets etc have also been attached with this report. As the devotees and sincere associates of the college, we all pray to Almighty for more strength and light to achieve the new heights in the field of education.

ਸਿੱਖ ਨੈਸ਼ਨਲ ਕਾਲਜ, ਕਾਦੀਆਂ
Sikh National College, Qadian

Estd. 1938

e-mail : snc_qadian1@yahoo.co.in

Fax & Ph. 01872-220034

Web : www.sncollegeqadian.com

♦ **NAAC ACCREDITATION B⁺ grade**

♦ **Status Conferred by UGC**

Principal's Office

Ref. No. 1548

Dated 07/11/13

Declaration By The Principal

It is certified that contents in this Self Study Report (SSR) are true to the best of my knowledge. The SSR has been prepared by the NAAC Steering Committee of the institution after the detailed discussions and none of the parts have been outsourced in this document. I understand that members of NAAC Peer Team will validate the information, provided in this SSR.

(Dr. K. S. Randhawa)
Officiating Principal
Officiating Principal
Sikh National College
QADIAN

A Glance at Our College and the Preparation of SSR

Sikh National College, one of the oldest and pioneer co-educational institutions of the region was established in 1938 at Lahore, Pakistan. It was then shifted to at the present place, Qadian, after the partition in 1948. Alumni of the college are eminent scholars, scientists, doctors, engineers, renowned politicians, freedom fighters.

The college is affiliated to GNDU Amritsar. In its consistent efforts to provide best education, a number of new courses at UG and PG levels have been introduced in the recent years. Now the college is offering, BA, B Sc (Non-Medical), B Sc (Comp Sc), B Sc (Economics), B Com, BCA, B. Sc (IT), MA (Punjabi), M. Sc (IT), PGDCA, DCA along with a Certificate Course in Human Rights. The college has an enriched library, well equipped science laboratories, three modern fully air-conditioned computer labs, canteen, extensive play grounds, a standard six lane track, swimming pool and Auditorium. The college has dedicated and hardworking staff members, innovative and dynamic Principal and committed members of the management who, as a team work tirelessly to fulfill the mission of value based quality education to the students of this region.

The college motto, **"Shubh Karman Te Kabhoon Na Taroon" (That I shall never abandon the path of noble deeds)"** is the beacon of the light, guiding the students and staff for all the times. In the light of these words, here we try to inculcate moral and ethical values in our students to make them worthy citizens of this country. Approximately 55% of the total strength of the college comprises of girls, which is the testimonial of disciplinary and congenial atmosphere being provided by the college to students of this area.

The institution has decided to undergo the process of assessment and re-accreditation for cycle - 2 because it has been proved with the first accreditation that the process is the effective mechanism to ensure quality education. Moreover, the UGC has already indicated about the plan to support the educational institutions on the bases of the outcome in assessment and accreditation by NAAC. In this process, an important aspect, the preparation of Self Study Report (SSR) for the second time has again provided an opportunity to identify the strengths and weaknesses of the institution which plays vital role in the achievement of excellence in its educational mission. Self-appraisal indeed is the best way of assessment, but to give our self-assessment a stamp of credibility, the institute has decided to approach NAAC for the second time to reviewing and judging the progress of this institution. Though an institution located in semi–urban, economically and educationally backward area, we are committed to provide quality education to the students. Despite our meager resources and other handicaps, we are striding to provide education and skills to our students. On the recommendation and suggestions of the NAAC peer team, during first accreditation, we have started some job oriented UG and PG courses which have enabled our students to get some technical expertise in different areas.

For the preparation of the SSR, Prof Gurdeep Singh was appointed as the co-coordinator of the project. The other members of the staff, Dr Sandeep Kaur, Prof. Sukhpal Kaur, Prof. Kulwinder Singh, Dr Harpreet Singh Hundal and Prof. Satwinder Singh were also included in the NAAC steering committee. The allocation of different criteria to the group of teachers was meant to involve the staff members in this important task. This was done keeping in view the philosophy of NAAC. After collecting the relevant information, the steering committee members drafted the SSR. Principal and the steering committee discussed it several times and made necessary amendments. Office superintendent, S. Kamaljit Singh was associated with the steering committee who helped in providing the required documentary information for this purpose. The coordinator, Prof. Gurdeep Singh typed the report personally and Prof. Satwinder Singh prepared graphs and other charts. Mr Amandeep Singh helped a lot with his computer skills, especially setting the report in present format. The final report was prepared after having detailed discussions with principal. Finally the report was discussed in the staff meeting and was then approved.

The teachers of various departments were assigned the responsibility of preparing the input evaluative reports of their respective departments. The following departments were involved in this exercise.

Dr Kulwant Singh Randhawa   Department of Mathematics

(Officiating Principal)

Prof. Sarabjit Kaur   Department of Punjabi

Dr. Sandeep Kaur   Department of Chemistry

Prof. Sukhpal Kaur   Department of Economics

Prof. Kulwinder Singh   Department of Physics

Prof. Gurinder Singh   Department of Pol. Sc.

Prof. Gurdeep Singh   Department of English (Co-ordinator)

Dr. Harpreet Singh Hundal   Department of Punjabi

Prof. Harkawal Singh   Department of Comp. Sc.

SIKH EDUCATIONAL SOCIETY, CHANDIGARH

ORGANIZATION OF THE GOVERNING BODY

President

Vice President

Secretary

Joint Secretary

Executive Committee
(14 Members)

Sikh National College, Qadian
Sikh National College, Banga
S. G. G. S. College, Chandigarh
S. G. G. S. College for Girls, Chandigarh
S. G. G. S. College of Pharmacy, Chandigarh
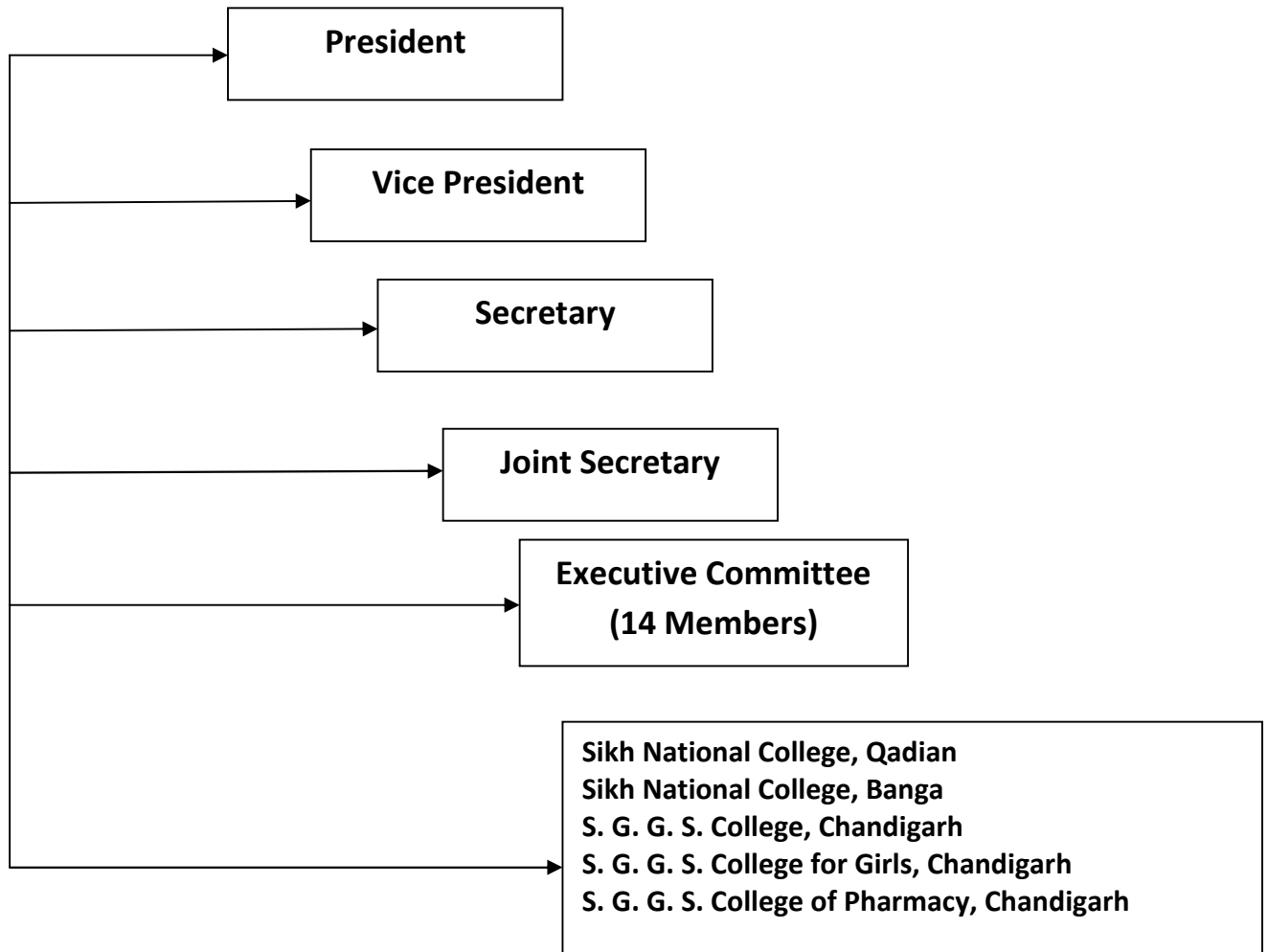
SIKH NATIONAL COLLEGE, QADIAN

ADMINISTRATIVE ORGANIZATION

```
                              PRINCIPAL

   Controller of              Bursar              College Office
   Examination

      Clerk             Clerk      Fee Clerk         Office
                                                     Supdt.

                                                 Supporting Staff
```
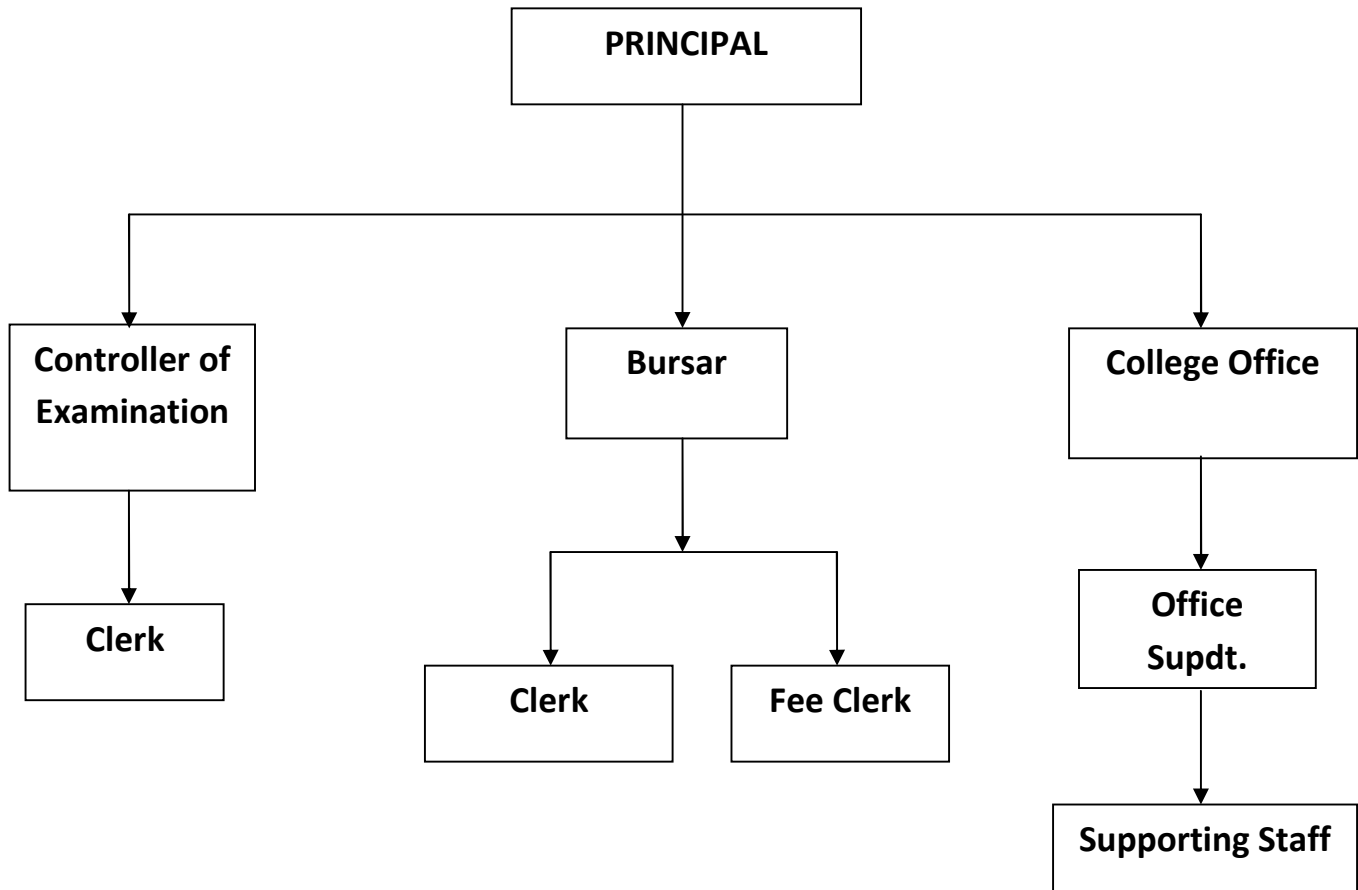
SIKH NATIONAL COLLEGE, QADIAN

INTERNAL ORGANIZATIONAL STRUCTURE

```
                        ┌─────────────────┐
                        │    PRINCIPAL    │
                        └─────────────────┘
                                 │
                        ┌─────────────────┐
                        │ Academic Council│
                        └─────────────────┘
```

| Heads of Teaching Departments | Elected Representatives of Teaching Staff in Local Managing Committee | ❖ Registrar
❖ Bursar
❖ IQAC
❖ Controller of Examination
❖ Dean Extracurricular/Youth Welfare Activities
❖ Director Outreach Activities
❖ NSS/NCC Officers
❖ Heads of Various Committees
❖ Office Superintendent
❖ Librarian | In-charge of Various Committees |
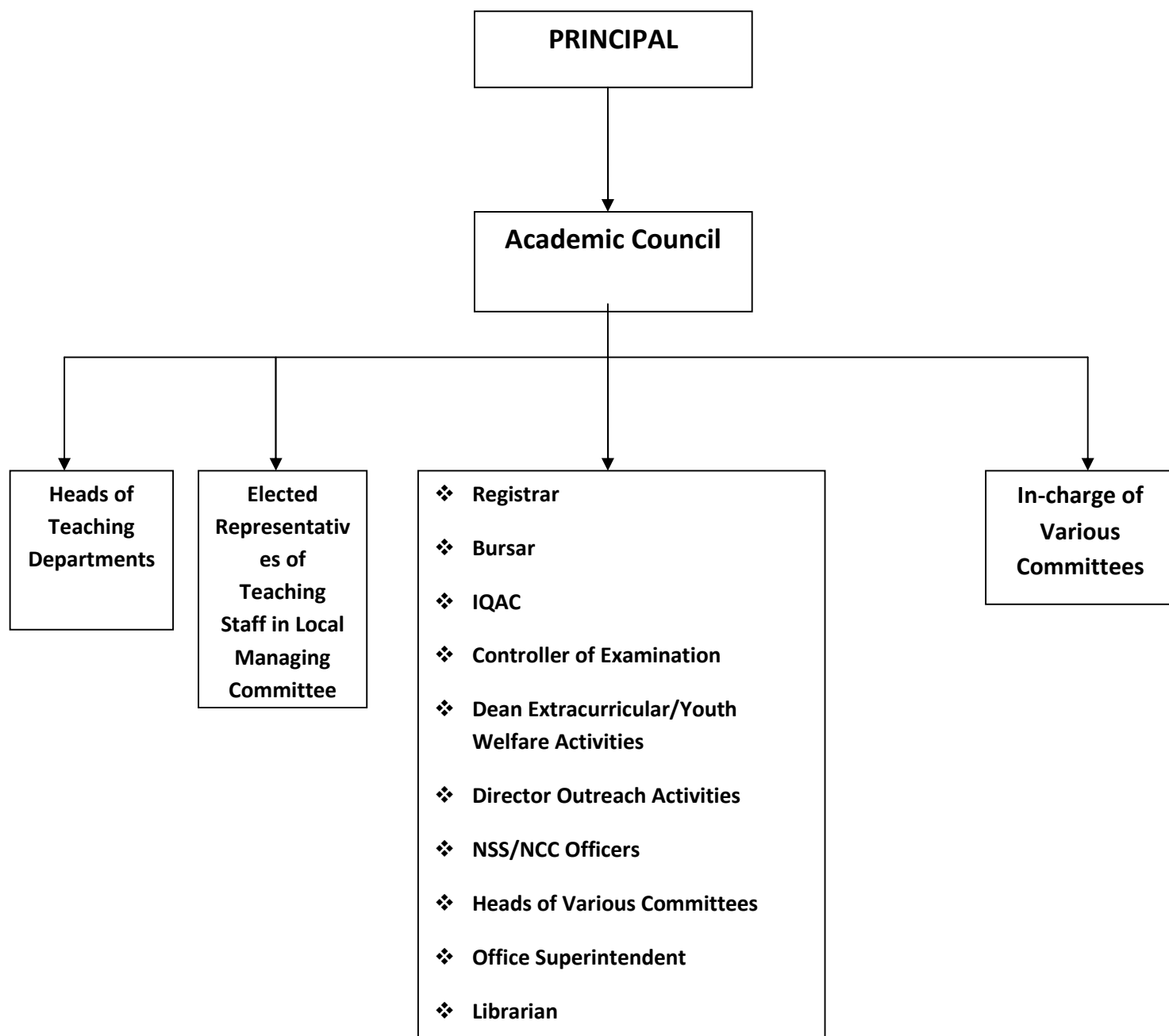
The following Committees are constituted for the year 2013-2014: -

UGC Committee

1. Dr. Sandeep Kaur
2. Prof. Sukhpal Kaur
3. Prof. Kulwinder Singh (In-charge)
4. Prof. Gurdeep Singh
5. S. Kamaljit Singh (Office Supdt.)

NAAC Committee

1. Dr. Sandeep Kaur
2. Prof. Sukhpal Kaur
3. Prof. Kulwinder Singh
4. Prof. Gurdeep Singh (In-charge)
5. Dr. Harpreet Singh Hundal
6. Prof. Satwinder Singh
7. S. Kamaljit Singh (Office Supdt.)

Purchase & Construction Committee

1. Prof. Sukhpal Kaur
2. Prof. Kulwinder Singh
3. Prof. Gurdeep Singh
4. Dr. Harpreet Singh Hundal
5. Prof. Satwinder Singh

Library Committee

1. Prof. Sarabjit Kaur
2. Prof. Gurdeep Singh
3. Dr. Harpreet Singh Hundal
4. Mrs. Rajwinder Kaur (Lib)

Scholarship & Fee Concession Committee

1. Prof. Sarabjit Kaur
2. Dr. Sandeep Kaur
3. Prof. Gurdeep Singh
4. Prof. Satwinder Singh

Discipline Committee

Boys

1. Prof. Gurinder Singh
2. Prof. Gurdeep Singh
3. Dr. Harpreet Singh Hundal
4. Prof. Satwinder Singh
5. Prof. Shamsher Singh

Girls

1. Prof. Sarabjit Kaur
2. Dr. Sandeep Kaur
3. Prof. Sukhpal Kaur
4. Prof. Mamta Sharma
5. Prof. Manpreet Kaur

House Examination Committee

1. Prof. Sarabjit Kaur (Controller of Exam.)
2. Dr. Sandeep Kaur
3. Prof. Sukhpal Kaur
4. Prof. Gurdeep Singh
5. Dr. Harpreet Singh Hundal

Sports Committee

1. Prof. Sukhpal Kaur
2. Prof. Gurinder Singh
3. Dr. Harpreet Singh Hundal
4. Prof. Satwinder Singh
5. Prof. Rajiv Bhatia
6. Prof. Shamsher Singh

Academic Committee

1. Dr. Sandeep Kaur
2. Prof. Sukhpal Kaur
3. Prof. Gurdeep Singh
4. Dr. Harpreet Singh Hundal

Auction Committee

1. Prof. Kulwinder Singh
2. Prof. Gurdeep Singh
3. Dr. Harpreet Singh Hundal

Canteen Committee

1. Dr. Sandeep Kaur
2. Prof. Kulwinder Singh
3. Prof. Satwinder Singh

Co-curricular Committee

1. Prof. Sarabjit Kaur
2. Prof. Gurdeep Singh
3. Dr. Harpreet Singh Hundal
4. Prof. Kulwinder Singh Bhatia

Transportation committee

1. Prof. Gurdeep Singh   (Transport In-charge)
2. Prof. Satwinder Singh   (In-charge Route No. 2)
3. Prof. Randhir Singh   (In-charge Route No.3)
4. Prof. Shamsher Singh   (In-charge Route No. 1)

Gurpurb Committee, Religious Exam & Guru Gobind Singh Study Circle

1. Prof. Kulwinder Singh
2. Prof. Gurinder Singh
3. Dr. Harpreet Singh Hundal
4. Prof. Kulwinder Singh Bhatia

Campus Cleanliness & Beautification Committee

1.	Dr. Harpreet Singh Hundal	S. Balwinder Singh
2.	Prof. Satwinder Singh	S. Rachhpal Singh
3.	Prof. Shamsher Singh	
4.	Prof. Rajiv Bhatia	

Anti-Ragging Committee

1. Prof. Sarabjit Kaur
2. Prof. Sukhpal Kaur
3. Prof. Kulwinder Singh
4. Prof. Gurinder Singh
5. Prof. Satwinder Singh

Maintenance Committee

1. Prof. Sukhpal Kaur
2. Prof. Gurinder Singh
3. Prof. Gurdeep Singh
4. Dr. Harpreet Singh Hundal

Minority Scholarships

1. Mrs. Sukhpal Kaur (Nodal Officer/ In-Charge)
2. Prof. Kulwinder Singh
3. Prof. Gurinder Singh
4. Dr. Harpreet Singh Hundal
5. Prof. Satwinder Singh

Administrative Committee

1.	Prof. Sarabjit Kaur	Controller of Exams
2.	Dr. Sandeep Kaur	Bursar
3.	Prof. Sukhpal Kaur	In-charge Minority Scholarships
4.	Prof. Kulwinder Singh	In-charge UGC
5.	Prof. Gurdeep Singh	In-charge (NAAC & Transport)

NSS (Boys)   **Dr. Harpreet Singh Hundal**

NSS (Girls)   **Dr. Sandeep Kaur**

NCC (Girls)   **Prof. Sukhpal Kaur**

Senior Tutor   **Prof. Sarabjit Kaur**

Part-B

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B. Profile of the Affiliated /Constituent College

1.   **Name and address of the college:**

Name:	**Sikh National College Qadian**
Address:	**Thikriwal Road Qadian**
City:	**Qadian** Pin: **143516** State: **Punjab**
Website:	**sncollegeqadian.com**

2.   **For communication:**

Designation	Name	Telephone with STD code	Mobile	FAX	E-mail
Officiating Principal	Dr Kulwant Singh Randhawa	O: 01872220034 R: 01862227100	9814621433	01872-220034	snc_qadian1@yahoo.co.in ksr_ptk@yahoo.co.in
Steering Committee Co-ordinator	Gurdeep Singh	O: 01872-220034 R: 01872-220538	9571812222	01872-220034	thegurdeep@gamail.com

3.   Status of the of Institution :

Affiliated College   ☑

Constituent College   ☐

Any other (specify)   ☐

4.   Type of Institution:

a. By Gender
    i. For Men   ☐
    ii. For Women   ☐
    iii. Co-education   ☑

b. By shift
    i. Regular   ☑
    ii. Day   ☑
    iii. Evening   ☐

5.   Is it a recognized minority institution?

Yes   ☐   No   ☑

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary   evidence.

6.   **Source of funding:**

Government	☐
Grant-in-aid	☑
Self-financing	☑
Any other	☐

7.   **a. Date of establishment of the college: 1938 at Lahore (before Partition) 1948 at Qadian (After   Partition)**

b. **University to which the college is affiliated /or which governs the college (If it is a constituent college)**

> Guru Nanak Dev University, Amritsar

c. **Details of UGC recognition:**

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	In Existence Prior To	
ii. 12 (B)	17/06/1972	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d.   **Details of recognition/approval by statutory/regulatory bodies other**

  than UGC

(AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

(Enclose the recognition/approval letter)

Not Applicable

8.   **Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?**

Yes ☐   No ☑

If yes, has the College applied for availing the autonomous status?

Yes ☐   No ☐

9.   **Is the college recognized**

  a. **by UGC as a College with Potential for Excellence (CPE)?**

Yes ☐   No ☑

If yes, date of recognition: ………………….. (dd/mm/yyyy)

  b. **for its performance by any other governmental agency?**

Yes ☐   No ☑

If yes, Name of the agency ………………….. and

Date of recognition: ………………….. (dd/mm/yyyy)

10.   **Location of the campus and area in sq.mts:**

Location *	Semi-urban
Campus area in sq. mts.	Twenty Five Acres
Built up area in sq. mts.	Five Acres

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. **Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.**

- **Auditorium/seminar complex with infrastructural facilities**   Yes
- **Sports facilities**
  - ∗ play ground: Yes
  - ∗ swimming pool: Yes
  - ∗ gymnasium :   Yes

- **Hostel:**   No

  - ∗ Boys' hostel
    - i.   Number of hostels
    - ii. Number of inmates
    - iii. Facilities (mention available facilities)

  - ∗ Girls' hostel
    - i.   Number of hostels
    - ii. Number of inmates
    - iii. Facilities (mention available facilities)

  - ∗ Working women's hostel
    - i.   Number of inmates
    - ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise)

  Principal: 01, Clerk: 01, Chowkidar: 01, Peon-01

- Cafeteria   -- **Yes**
- Health centre   – **Yes**

First   aid   ☑   Inpatient,   Outpatient,   Emergency   care   facility, Ambulance…….

Health centre staff –

Qualified doctor   Full time ☐   Part-time ✓

Qualified Nurse   Full time ☒   Part-time ☒

- Facilities like banking, post office, book shops: **No**

- Transport facilities to cater to the needs of students and staff: **Yes**

- Animal house: **No**

- Biological waste disposal: **No**

- Generator or other facility for management/regulation of electricity and voltage: **Yes**

- Solid waste management facility: **No**

- Waste water management: **No**

- Water harvesting: **No**

12. Details of programmes offered by the college (Give data for current academic year) 2013-2014

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned /approved Student strength	No. of students admitted
	Under-Graduate	B. A.	03 Years	10+2	English/ Punjabi/Hindi	--	433
		B. Sc. (NM)	03 Years	10+2	English	--	26
		B. Sc. (Comp. Sc.)	03 Years	10+2	English	--	79
		B. Sc. (Eco)	03 Years	10+2	English/ Punjabi/Hindi	--	41
		B. Sc. (IT)	03 Years	10+2	English	120	16
		B. Com	03 Years	10+2	English	120	30
		BCA	03 Years	10+2	English	240	94
	Post-Graduate	M.A.-(Pbi)	02 Years	Graduation	Punjabi	60	48
		M.Sc.-(IT)	02 Years	Graduation	English	60	53
	Integrated Programmes P G	--	--	--	--	--	--
	Ph.D.	--	--	--	--	--	--
	M.Phil.	--	--	--	--	--	--
	Ph. D.	--	--	--	--	--	--

		Foundation Course in Human Rights,	03 Months,	10+2, Graduation	English	40	13
	Certificate courses	Certificate Course in Human Rights	06 Months	10+2, Graduation	English	40	39
	UG Diploma	DCA	One year	10+2	English	40	12
	PG Diploma	PGDCA	One year	Graduation	English	40	22
Any Other (specify and provide details)							

13. **Does the college offer self-financed Programmes?**

Yes ✓ No ☐

If yes, how many?   07

14. **New programmes introduced in the college during the last five years if any?**

| Yes | ✓ | No | | Number | 03 |

15. **List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)**

Particulars	UG	PG	Research
Science	02 B. Sc. (Non-Medical) B. Sc. (Computer Sc.)	--	--
Arts	01 B. A.	01 M. A. (Punjabi)	--
Computer Sc.	02 BCA B. Sc. (IT)	01 M. Sc.(IT)	
Commerce	01 B. Com (Regular)		--
Any Other not covered above	03 DCA Foundation Course in Human Rights, Certificate Course in Human Rights	01 PGDCA	--

16. **Number of Programmes offered under** (Programmes means a degree course like BA, BSc,, MA, M.Com…)

   a. **annual system** | None |

   b. **semester system** | 09 |

   c. **trimester system** | -- |

17. **Number of Programmes with**

    a. Choice Based Credit System
    b. Inter/Multidisciplinary Approach
    c. Any other (specify and provide details)

NA

NA

--

      UG, TDC Programmes like:

B. A., B. Sc. (NM, Comp. Sc., Eco) etc. follow the 2+3 pattern of Subjects. Here '2' means that a candidate will have to pass two compulsory subjects i.e. English Compulsory & Punjabi Compulsory & '3' means that the student can choose any three of the subjects given below :-

A) **B. Sc. (Non-Medical)- I, II, III**

1.   Mathematics
2.   Physics
3.   Chemistry

B) **B. Sc. (Computer Science)-I, II, III**

1.   Physics/Chemistry
2.   Mathematics
3.   Computer Science

C) **B. Sc. (Economics)-I, II, III**

1.   Mathematics
2.   Computer Science
3.   Economics

D) **B. A. - (Arts)- I, II, III**

1.   Mathematics/History
2.   Pol. Sc.
3.   English/Punjabi/Hindi (Elective)
4.   Economics/ Physical Education

E) **B. A. (Computer Application) –I, II, III**

1.   Computer Application   2. General English   3. General Punjabi

Any two subjects from the following list:

4. Mathematics/History	5. Political Science
6. English/Punjabi/Hindi (Elective)	7. Economics/Physical Education

18. **Does the college offer UG and/or PG programmes in Teacher Education?**

Yes ☐   No ☑

If yes,

    a. Year of Introduction of the programme(s)………………. (dd/mm/yyyy) and number of batches that completed the programme ☐

    b. NCTE recognition details (if applicable)

       Notification No.: …………………………………

       Date: ……………………………… (dd/mm/yyyy)

       Validity:………………………..

    c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

       Yes ☐   No ☐

19. **Does the college offer UG or PG programme in Physical Education?**

Yes ☐   No ☑

If yes,

    a. Year of Introduction of the programme(s)………………. (dd/mm/yyyy) and number of batches that completed the programme ☐

    b. NCTE recognition details (if applicable)

       Notification No.: …………………………………

       Date: ……………………………… (dd/mm/yyyy)

       Validity:……………………

    c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

       Yes ☐   No ☐

20. **Number of teaching and non-teaching positions in the Institution**

Positions	Teaching faculty											
	Professor		Associate Professor		Assistant Professor		Lecturer		Non-teaching staff		Technical staff	
	*M	*F	*M	*F	*M	*F	M	F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government *Recruited*	-	-	03	03	02	-	-	-	03	-	03	-
Yet to recruit	-	-	-	-	-	-			-	-	-	-
Sanctioned by the Management/society or other authorized bodies *Recruited*	-	-	-	-	-	-	08	19	08	03	01	-
Yet to recruit	--	--	--	--	--	--	--	--	--	--	--	--

21.   Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	--	01	01	01	--	03
M. Phil	--	--	02	02	02	--	06
PG	--	--	--	--	01	--	01
Temporary teachers							
Ph.D.	--	--	--	--	--	2	2
M. Phil	--	--	--	--	1	4	5
PG	--	--	--	--	3	12	15
Part-time teachers							
Ph.D.	--	--	--	--	--	--	--
M. Phil	--	--	--	--	1	--	1
PG	--	--	--	--	2	--	2

22.   Number of Visiting Faculty /Guest Faculty engaged with the College.   Nil

23. **Furnish the number of the students admitted to the college during the last four academic years.**

Categories	2009-2010		2010-2011		2011-2012		2012-2013	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	11	25	04	14	06	13	13	24
ST	--	--	--	--	--	--		
OBC	08	20	01	03	08	25	21	40
General	169	262	218	320	219	333	303	419
Others								

24. **Details on students enrollment in the college during the current academic year: 2013-2014**

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	706	123	--	--	829
Students from other states of India	--	--	--	--	--
NRI students	--	--	--	--	--
Foreign students	--	--	--	--	--
Total	**706**	**123**	**--**	**--**	**829**

25. **Dropout rate in UG and PG (average of the last two batches)**

	<u>2011-12</u>	<u>2012-13</u>
UG	16.09%	8.54%
PG	5.81%	4.61%

26. **Unit Cost of Education**

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs.   31435-

(b) excluding the salary component

Rs.   4585-

27. **Does the college offer any programme/s in distance education mode (DEP)?**

Yes ☐   No ☑

If yes,

a) is it a registered centre for offering distance education programmes of

another University

Yes ☐   No ☐

b) Name of the University which has granted such registration.

c)   Number of programmes offered

d)   Programmes carry the recognition of the Distance Education Council.

Yes ☐   No ☑

28. **Provide Teacher-student ratio for each of the programme/course offered For the session 2013-2014**

Name of the Programme	Teacher/Students Ratio
B. A.	1 : 62
B. Sc. (NM)	1 : 05
B. Sc. (Eco)	1 : 08
B. Sc. (Comp. Sc.)	1 : 40
B. Com	1 : 15
B. Sc. (IT)	1 : 16
BCA	1 : 31
DCA	1 : 12
PGDCA	1 : 22
M. A. (Punjabi)	1 : 24
M.Sc. (IT)	1 : 26

29. **Is the college applying for Accréditation :** Cycle 1 ☐ **Cycle 2** ☑ Cycle 3 ☐ Cycle 4 ☐

Re-Assessment: ☐

(Cycle 1refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. **Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

Cycle 1: 24-25 Feb 2004 (dd/mm/yyyy) Accreditation Outcome/………**B⁺….**

Cycle 2: …………………… (dd/mm/yyyy) Accreditation Outcome/Result……..

Cycle 3: …………………… (dd/mm/yyyy) Accreditation Outcome/Result……..

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. **Number of working days during the last academic year.**

> 237

32. **Number of teaching days during the last academic year**
(Teaching days means days on which lectures were engaged excluding the examination days)

> 126

33. **Date of establishment of Internal Quality Assurance Cell (IQAC)**
IQAC 12.04.2005 (dd/mm/yyyy)

34. **Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.**

AQAR for the year 2008-2009, 2009-2010, 2010-2011, 2011-12, 2012-2013 have been sent through registered parcel on 05.09.2013

Part-C

Contents   Page No.

CRITERION I: CURRICULAR ASPECTS

This college affiliated to Guru Nanak Dev University, Amritsar. The university prepares and subscribes syllabus for various courses and the same is taught to students of our college with great zeal and interest. The college offers courses, both at UG and PG level to its students along with 'Certificate Course in Human Rights and Foundation Course in human Rights'. Apart from regular classes the students are sharpened through seminars and extension lectures. We have, B. A, B. Sc. (NM), B. Sc. (Eco). B Sc. (Comp. Sc.), B. Sc. (IT), B. Com, BCA at UG level and M.A.-(Pbi), M.Sc.-(IT) at PG level along with DCA, PGDCA. The college not only develops awareness among its students through the curriculum but it also nurtures leadership and social service through functions and activities, like NSS. Though the college has no direct role in designing the syllabus for the courses, being run in the campus, yet our teachers, being member of the university faculty try to convey the required flexibilities to the authorities. The college teachers make efforts to provide quality education to students and on the basis of the feedback from the stakeholders they also try to adapt themselves in the changing scenario. They also shoulder the responsibility to uplift poor and weak students through extra classes and guidance. For this our teachers also remain in touch with the parents of the students.

CRITERION II: TEACHING-LEARNING AND EVALUATION

Our college ensures publicity through the print and electronic media for admission to various courses. The procedures and the eligibility criteria regarding admission are made clear in the college prospectus. After the recommendations of the admission committee, the principal admits the students in the course of their choice. The 'Academic Council and 'IQAC' review the admission processes in their meetings. The economically poor and differently abled students are helped with aids from the college sources. These students are provided economic and academic help, through incentives and books by the college. In addition to that, guidance is also provided to overcome their troubles. These students are given free access to college transportation. If students feel to change their subjects or even the stream they are allowed to do so within a specified period of time. Schedule for teaching, learning and evaluation is planned and set as per requirements, needs and situations. Trends have been set to use the multimedia devices, like OHP and computers. Quiz, surprise tests, group discussion, class-room seminars, audio-visual aids and computers are used along with the lecture method to make teaching effective. Majority of the students visit the library to consult books of their syllabus, reference books, newspapers, magazines, periodicals and other study material. Daily, a one hour library period has been made mandatory for PG students. The quality of teaching and learning is monitored regularly. To cope up with the growing demand/scarcity of qualified faculty to teach new courses, the candidates with good academic record are preferred in the selection. Performance of students is monitored through class tests, house tests and participation in different activities during the course. Our students attain merit positions in the University Exams.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

The teachers motivate students to develop interest for research in the field of their choice. The college faculty members have improved their qualification by doing M. Phil and Ph D. Some of our college teachers wrote and published papers, attended UGC sponsored seminars/conferences in other colleges and universities. The College organized UGC sponsored national seminars, in the subject of Punjabi, Political Science and History. The College organized departmental seminars and extension lectures to create research aptitude among the staff and students. The college also published the books by compiling the papers, received from the scholars/researchers during the seminars. Assistant Prof Gurdeep Singh from the department of English, co-authored a book of poems in Punjabi, with the title *Mitran De Bol*. He is the Associative Editor of a refereed journal of English literature, *Aesthetica*. His one paper, *Structuring a Short Story*, got published in the same refereed journal.

Dr. H. S. Hundal , Assistant Professor, Punjabi Has authored six books, two of them are:

a) "Punjab Sankat Te Punjabi Kavita (Alochna)"
b) "Nirantar Sangarsh Da Partik"

The students are motivated to participate in Religious March ('Nagar Kirtan') and holy congregations. Guru Ka Langar' (Community Kitchen) is prepared and distributed by our students. Through NCC and NSS activities, students practically learn to be good citizens and servitors of the society. The stakeholders are regularly apprised of the activities of the college through press media, Annual Report, pamphlets and posters. During the last four years adult education, health awareness and education regarding social evils were carried out in the adopted villages. These activities helped to develop

leadership qualities, sense of responsibility, co-operation, team work, kindness and other noble qualities in our students. The college has received awards for its contribution in welfare, outreach and extension activities from the Lions Club Qadian, Government Sr Sec School Dalla, Village Salahpur and Bhatia Hospital. The institution has continued interactions with 'Association of Sikh Professionals' from USA, who have helped us to improve computer lab, library and placements. The institution has contacted various Banking organizations, like Axis Bank, HDFC Bank to establish linkages.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

The college looks forward to create and enhance the infrastructure, facilitating effective teaching and learning. Various committees namely, Purchase & Construction Committee, Maintenance Committee, comprising staff members of the college play a vital role for this to happen. For the enhancements, apart from the own resources of the college, the support is also taken from the different sources, like government officials, political leaders, UGC schemes etc. For Curricular and co-curricular activities, the College has 24 spacious class rooms to run teaching classes for the various courses. The college is also equipped with computer labs, separate laboratories for Physics and Chemistry to carry out the practical sessions. The two halls, one big and one small are there in the college. The big hall serves many purposes, like examinations, functions etc. Separate department offices have been provided to the teaching staff of the institution. In the library, separate space has been managed for boys, girls and PG students. For Extra–curricular activities, the college has standard six lane track, stadium and separate play grounds for games – Football, Volleyball, Basket Ball, Hockey, Cricket, Kabbadi, and Badminton. A swimming pool, NCC & NSS offices with separate stores, Weight lifting hall, Dispensary and a music room, public address system are the additional features of our institution. In the college track, new wash rooms and toilets have been constructed. The college has also constructed a new parking, toilets/bathrooms for the students. During the last four years, new facilities, like a 100 KV Silent Gen Set, Air conditioners for Computer Labs, Photocopier, Public Address System, Multimedia Projector, and Refrigerator have been added in the existing stock of amenities. For students, to make their stay pleasant, the college canteen has been fully renovated. New wash rooms and toilets, with proper hygienic facilities have been constructed to facilitate the students. The college principal, a clerk and two class four employees have

been provided the facility of residence. Principal house is equipped with all the amenities along with the telephone, broadband, generator, inverter etc. There is no hostel facility for the students. The college building and furniture are maintained and renovated regularly. The college maintenance committee looks after the maintenance of the college infrastructure. All the sensitive equipment have been assigned proper place. These equipments are timely taken care of and get serviced from the technical experts.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

Our college serves students, belonging to diverse groups, like General, OBC, BC, SC, ST categories of this area by providing them quality education. The college also economically helps these students from various sources. The financial aid to the students is always disbursed before the commencement of final exams of every session. From central government, under minority scholarship scheme 53% students receive the financial assistance. From the state government, under SC/BC scholarship scheme 12% students receive the financial assistance. To promote the participation of students in extracurricular and co-curricular activities, a relaxation is given in their fees and their fines are also waived off. To promote participation in sports, the achievements of the students are highlighted in the print and electronic media. The students are also provided refreshments, track suits and other facilities. If these students feel that their study has suffered due to participation in these activities, special classes are arranged for them to cover up the gap. Some of our students have qualified NET/SLET tests also. Our teachers also visit the villages and schools around for academic counseling of the prospective students. In our college, the Career Guidance & Information Cell provides career counseling to the

students. The institution has a Grievance Redressal Cell. The help of police administration is taken to tackle the problem of eve-teasing, especially during the opening and closing hours of the college. The 'Library Book Bank' has also been made available for the poor, needy, deserving and intelligent students. The institute has a registered Alumni Association. The office bearers of alumni association organize a meeting once a year. The students, at the risk of failure, are supported with extra and remedial classes. Our students participate in the university, district, state and national level competitions in the sports, games, cultural and other extracurricular activities. Our college won **Overall Championship Trophy in 2011, 2012 and won first runners up trophy in the Zonal GNDU Youth Festival during the current academic session.** There are subject societies, which have student representation in them. These societies are – History Society, Political Science Society, Computer Society, English Literary Society, Punjabi Sahit Sabha, Hindi Parishad and Science Society. The college teachers encourage students to write poems, stories, essays etc. and the write-ups of the students are put on the wall magazines. The college established contact with a Chandigarh based American software company, *SUFI.* The officials of *SUFI* visited our college and conducted a test. Four of our student graduates from IT department were selected and offered training in Chandigarh.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

The mission - "Shubh Karman Te Kabhoon Na Taroon" (That I shall never abandon the path of noble actions) - has been kept alive and it is being carried out with great zeal by educating students in the college. In our college, most of the students come from rural background, therefore keeping in mind their professional needs, along with traditional courses, the modern courses, at UG and PG level have been started to serve the students. The vision for the future

is that with the advent of more professional and job oriented courses, the college would become a sanctuary of creating different job opportunities, tuned to the needs of the society. The principal and management make fair selection of teachers and other staff members, provide proper infrastructure to students. The management keeps vigil on all the activities of the college. To monitor and evaluate policies and plans of the institution, periodical meetings are held between the management, principal and the staff members.

To groom leadership among teachers, various committees are formed and the teachers are made in-charge of these committees. The teachers are encouraged to work for the betterment of the institute. The departments though work, being organically part of the same system, yet they are operationally autonomous. The college affairs are managed by the different committees, formed by the principal. In the central management, the principal of the college is included as the executive member and as the member, the principal happens to be the part of the decisions, taken about the college.

The institute has formally stated quality policy that emphasizes value based education. The policy is developed and deployed by setting the academic calendar and time table into action. The institute does have a perspective plan for development. Our teachers and students are sent to participate in the community welfare programmes, like blood donation camps, religious activities, 'Nagar Kirtan', programmes against Dowry, AIDS and other social evils. The principal and the staff members through their personal interactions and meetings share and review the feedback with the stakeholders. The *Grievances Redressal Cell* attends, analyzes the nature of grievances and resolves the complaints. The stake holders, like parents/guardians are also invited in the college to reassure that their complaints have been dealt with appropriate solutions.

To sensitize the faculty members regarding their role and responsibilities, the institute allows them to participate in the Refresher Courses, General Orientation courses, workshops and seminars so that they could enhance their knowledge and become effective professionals. To attract and retain the eminent faculty, better academic environment has been provided. The budget of the institute is planned before the commencement of the new financial year in the meetings of the management and it is reviewed quarterly and annually to check the effective and efficient utilization of the financial resources. The major sources of the institutional funding are – grants from the state government, fees from the students and UGC grants. The deficit is managed from the management funds. An external review of the academic provisions is done by the university.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

To make the campus eco-friendly much of its area has been planted green. Approximately two thousand trees have been planted during the last four years. *Van Maha Utsav* is celebrated every year and a number of saplings are planted on the occasion. A silent smokeless generator set has been installed to check the noise and air pollution in the college campus. The basic computer knowledge has been made compulsory for all the teachers. All the teachers have been instructed to have an email ID, so that important information could be shared instantly. This practice has enabled the teaching faculty to use computers and internet to improve their teaching practices.

Best Practice - 1 Scholarship and Concessions

The unique practice in the college is that a number of scholarships and concessions are provided to the students in the college. The college has maintained this practice since long time. The aim behind this practice is to encourage students for technical and professional coursers. The institute provides concessions of worth Rs. 380000 every year. The intention behind this practice is that we are committed to minimize the financial hurdles of the needy, meritorious and deserving students. The main challenge in designing the practice of scholarships and concessions was to decide the amount and to fix the number of students. The other big problem to start the practice was related with the finding the sources of its funding. Then the third problem was linked with setting the criteria for this noble practice. The college overcame the problems with proper planning and resources.

Best Practice – 2
College Amenities for Public Service

The unique practice in the college is that the college allows people, children and sportsmen of all ages to use college play grounds, before and after the college hours. The college gates are opened daily, at 4.00 am for public. The practice was started with the aim that the people, children and the sportsmen, of all ages from the surrounding area could be provided an atmosphere, which would develop love for sports and health in them. The love for sports and health will keep them fit physically and mentally. The main principle behind this practice is, "as you sow, so shall you reap." It was not that easy to start this practice. Since many problems had to be resolved before actually putting this idea into practice. The first problem was related with maintenance of the college grounds. Another problem was related with security of college building and its property. Children or teenagers knowingly or unknowingly could damage the property and other assets of the college. Some antisocial elements could harm the college building, property, parks etc. The problems related with water, electricity, separate toilets and washrooms for men and women needed to be solved forehand. In-spite of these problems, we are still carrying this practice.

C. Criteria-Wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1   Curriculum Planning and Implementation

1.1.1   State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Ans.   Sikh National College was started with the vision that this institute would be an ideal institute; where in the character of students would be molded into a non-communal brotherhood. The non-communal brotherhood then would create human values in students and they would become the ideal citizens of this country. The vision still has been kept alive and the mission, "Shubh Karman Te Kabhoon Na Taroon" (That I shall never abandon the path of noble actions) is still being carried with great zeal by educating students in the college. The objective of the college is to provide quality education to students, especially the rural pupils and to provide the ample opportunities for the development of overall personality, so that they could act wisely and perform good actions. When a new teacher or employee enters the job, the principal and fellow staff members give orientation about the vision, mission and objectives of the institution to the employee. In staff meetings, the principal always stresses upon the vision, mission and objectives of this institution and motivates the employees to work with passion while remembering these goals. The students and other stake holders are provided 'Prospectus' and 'Annual Reports' to communicate the vision, mission and objectives of the college.

1.1.2   How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

Ans. For effective implementation of the curriculum, the teachers prepare a teaching plan for the whole academic year and the syllabus is finished well in time. The teachers divide the syllabus in terms, starting from July to November and January to May. Another method of implementation of the curriculum is that new books related to the latest syllabus are specifically added every year in the library stock and the students are informed and instructed to go through these latest books. During the teaching sessions, the students are taught and prepared for final exams as per the syllabus prescribed the university.

1.1.3 **What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and Improving teaching practices?**

Ans. The university supports the college teachers by making them faculty members through nomination. These nominated members attend the faculty meetings, at the university and there, they discuss the problems related to the syllabus, with the authorities to work out solutions. To improve the teaching practices, the university supports by organizing 'Orientation/ Refresher courses and faculty improvement programs. The teachers participate in these programs as per UGC, DPI, and the University norms.

1.1.4 **Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.**

Ans. To deliver and transit curriculum effectively, the students are taught as per contents of the curriculum of the courses. The modern teaching aids, like OHP, Models, Charts and multimedia etc. are used to deliver the contents of the syllabus effectively. The question papers in the house tests are set on the model of university exams patterns. The number of periods for the courses has been set as per university recommendations.

1.1.5 **How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?**

Ans. Our teachers keep an eye over the requirements of the industries, such as software industries. Through the interactions, our teachers come to know about the latest trends. Keeping in mind the suggestions of the beneficiaries, the prescribed curriculum of the university is operated in the classes with latest updates.

1.1.6 **What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.**

Ans. Being the university nominated faculty members, the teachers of our college have contributed a lot in the development of the curriculum, prescribed by the university. Our teachers attended the faculty meetings in the university and gave suggestions about designing the curriculum. Some of the teachers have also represented the college in the Board of Studies. In the last academic year, the two courses in Human Rights (Certificate Course in Human Rights and Foundation Course in human Rights) had been demanded from the UGC. The college faculty prepared the syllabus and got it approved from the affiliating university.

1.1.7 **Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses, for which the curriculum has been developed.**

Ans. Yes, the institute has directly designed, developed and planned curriculum for the courses granted by the UGC. In this academic year, the two courses in Human Rights (Certificate Course in Human Rights and Foundation Course in

human Rights) were demanded from the UGC. It was assessed that an academic course is required to make people aware about basic human rights. Therefore, the college faculty prepared the syllabus accordingly and got it approved from the affiliating university.

At first the university authorities were approached. The Meeting Branch of the affiliating university allowed and guided us to prepare the syllabus. The Assistant Registrar of the Meeting Brach instructed to form a committee of the subject experts from the universities concerning the subject. Then a committee was formed with members - Dr S P Jaswal, Vice Chancellor Punjab Law University, Patiala; Dr Gurjit Singh, former Head, Department of Laws, GNDU, former Vice Chancellor Punjab Law University, Patiala, Presently the Vice Chancellor Law University, Guhawati, Asam, Dr H K Puri, former Head Dept of Political Science, former Chairman of Dr Ambedkar Chair GNDU, Gurinder Singh, Associate Prof, Sikh National College, Qadian. The committee members prepared the syllabus and handed over to the Assistant Registrar of the Meeting Branch of the university. Then the university syndicate approved the syllabus for the above mentioned courses.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

Ans. To analyze or ensure that the stated objectives of curriculum have been achieved, the performance of students is observed in the class–room seminars, class tests, frequent interaction and cross questioning. The success of students in the university exams further ensures that the students have been provided qualitative learning experience and the set goals have been achieved.

1.2   Academic Flexibility

1.2.1   Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

Ans.   The certificate/diploma/skill development courses aim at providing technical and professional education to our students, so that they could become qualified professionals. The institute offers DCA (Diploma in Computer Applications), PGDCA (Post-Graduate Diploma in Computer Applications), Certificate Course in Human Rights, Foundation Course in Human Rights, B. A., BSc IT, BCA, M Sc IT.

1.2.2   Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

Ans.   No.

1.2.3   Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- Range of Core /Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

Ans.   The institute offers courses at UG and PG levels in Humanities, Science, Commerce and Computer Science. Various combinations of the subjects, like Punjabi Elective, Hindi Elective, English Elective, Economics, Computer Applications, Political Science, History, Physical Education and Mathematics are available for Arts students. Science students too can avail combination of Mathematics, Chemistry, Physics or Mathematics, Chemistry, Computer Science or Mathematics, Physics, Computer Science or Mathematics, Economics, Computer Science. Students can avail these provisions of combinations as per their area of interest and needs. English Compulsory, Punjabi Compulsory and Environmental Science are the mandatory subjects for the UG students, both in Science and Arts streams. The college is running professional courses, like BA Vocational, BCA, BSc IT, PGDCA, MSc IT, MA Punjabi and enrichment courses, like Certificate Course in Human Rights, Foundation Course in Human Rights.

1.2.4   **Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.**

Ans.   Yes, the institute offers self-financed courses. These are – DCA, BCA, BSc IT, B Com, PGDCA, MA in Punjabi and MSc IT. Admission to these courses is given to the students, who are eligible as per the university norms. In case the number of students, seeking admission to these courses, is more than the allotted seats, then their merit of previous class is taken into consideration. The curriculum for these courses is prescribed by the university. The fee structure for these courses is decided by the principal and the management. These courses are different from the other courses in terms of number of seats. Teachers for these courses are recruited as per university/UGC instructions and norms. The salary of these teachers depends upon the nature of their recruitment.

1.2.5 **Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.**

Ans. No

1.2.6 **Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?**

Ans. No

1.3 Curriculum Enrichment

1.3.1 **Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?**

Ans. To supplement the University's Curriculum, the institute organized UGC sponsored seminars and extension lectures for the students. To ensure that the academic programmes and the Institution's goals are integrated, the college appended the academic courses with extra activities, like NSS, NCC, youth welfare, religious activities and educational tours.

1.3.2 **What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?**

Ans. To modify, enrich and organize the curriculum, which could explicitly reflect the experiences of the students, the university nominated faculty members from our institution, attended the meetings in the university to discuss the problems,

concerning the curriculum. They also suggested some possible ways to solve the issues related with syllabus. Some of their suggestions were implemented. Our faculty teacher directly designed, developed and planned curriculum for the two courses in Human Rights (Certificate Course in Human Rights and Foundation Course in Human Rights) granted by the UGC. In the meetings our faculty members stressed upon to prepare the syllabus, which could reflect the experiences of the students and cater to needs of employment. Our college organized workshops of the professionals in computers and communicational skills for the students. Our college invited authorities from the SUFI to make our students aware about the recent trends and requirements in the software industry.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Ans. The institute, from the day of the establishment, has always stressed upon the equal opportunities for education regardless gender, class and religion. Awareness for Climate change and Environmental Education are the top priorities of the college that is why an additional subject, EVS has been made mandatory to pass in the second year of all the TDC courses as per the university instructions. Every year, teachers and students celebrate 'Van MahaUtsav' by planting trees in the college campus. Two years back, to make our students aware about the human rights, the college organized the UGC sponsored seminar in the college campus. This year, two courses in Human Rights (Certificate Course in Human Rights and Foundation Course in Human Rights) have been started by the college. For ICT, the college has started the courses, like DCA, BSc IT, BCA, PGDCA, MSc IT. No direct alteration can be made into curriculum of these courses. However suggestions regarding the above mentioned issues are given in the university faculty meetings by our teachers.

1.3.4 **What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?**
- **moral and ethical values**
- **employable and life skills**
- **better career options**
- **community orientation**

Ans. Among the courses, the institute offers - A Certificate Course in Human Rights, A Foundation Course in Human Rights, M.Sc. IT, MA Punjabi, PGDCA, BCA, BSc IT, NCC, NSS, and Religious Studies with the cooperation of Guru Gobind Singh Study Circle. The College also runs some correspondence religious courses/exams offered by SGPC, Amritsar. Awareness & community orientation activities are also carried out with the cooperation of Red Ribbon Club.

1.3.5 **Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?**

Ans. The appropriate suggestions concerning the curriculum, provided by the stakeholders are discussed by the faculty members with the university authorities in the faculty meetings. If possible, the authorities enrich the curriculum accordingly.

1.3.6 **How does the institution monitor and evaluate the quality of its enrichment programmes?**

Ans. To monitor the quality of enrichment programmes, it is made sure that the teachers, through extension lectures, keep enriching the quality of the programmes. The quality of enrichment of the programmes is monitored and evaluated through successful participation of students in the religious activities, competitions, seminars and in the extension lectures. Selection of the students in the PG courses and other fields are the evaluating parameters, which indicate that they have been benefitted from the programmes, offered by the college.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Ans. The nominated faculty members of the college attended the faculty meetings arranged by the university and they gave suggestions and thus indirectly helped to design the curriculum.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Ans. There is formal mechanism to obtain feedback from students and stake holders on curriculum. During the faculty meetings at university, our teachers convey the authorities about the problems of curriculum.

1.4.3 **How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)**

Ans. The five new programmes – **BSc IT, B Com, MSc IT, A Certificate Course in Human Rights and A Foundation Course in Human Rights** - have been introduced by the institution during the last four years. These programmes have been started to cater the technical, professional and recent needs of the students.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

Ans. The print and electronic media are the modes to ensure publicity for admission to various courses in the college. The admission process and fee structure are transparent one. The procedures and the eligibility criteria regarding admission are made clear in the college prospectus. For this, the college prospectus is prepared and updated every year. In addition to that the college also owns a website – sncollegeqadian.com.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Ans. The university eligibility norms are followed for admission to various courses. Admission Committees are formed by the principal. The staff members guide, the students to select the appropriate course. It is mandatory for the students to appear before the admission committee with all the required credentials. After the recommendations of the admission committee, the principal admits the students in the course of their choice.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Ans.

CLASS	Minimum Percentage of Marks for Admission at Entry Level for the Programmes offered by the College As per University Norms	Minimum Percentage of Marks for Admission at Entry Level for the Programmes offered by Other Colleges
B. Sc.	+2 with at least 40% marks in aggregate with the concerned science group	+2 with at least 40% marks in aggregate with the concerned science group
B.Com	+2 with at least 40% marks in aggregate	+2 with at least 40% marks in aggregate
BCA	+2 with at least 40% marks in aggregate	+2 with at least 40% marks in aggregate
B. A	+2 Pass	+2 Pass
B. Sc. (IT)	+2 with at least 40% marks in aggregate	+2 with at least 40% marks in aggregate
PGDCA	Graduate with 45% marks in aggregate	Graduate with 45% marks in aggregate
DCA	+2 examination with at least 40% marks	+2 examination with at least 40% marks
M. A. (Punjabi)	Bachelor's Degree in any Faculty with 50% marks in aggregate or 45% marks in the subject concerned or equivalent examination.	Bachelor's Degree in any Faculty with 50% marks in aggregate or 45% marks in the subject concerned or equivalent examination.
M. Sc. (IT)	Graduate with Computer Science/IT/ Computer Applications/ Computer Maintenance as one of the Elective subjects with 50% marks in aggregate.	Graduate with Computer Science/IT/ Computer Applications/ Computer Maintenance as one of the Elective subjects with 50% marks in aggregate.
Certificate Foundation	+2 with at least 40% marks in aggregate	

Course in Human Rights and Duties(2-3 Months)		------------
<u>Certificate</u> Course in Human Rights and Duties(3-6 Months)	+2 with at least 40% marks in aggregate	-----------

All the colleges of the affiliating university follow the same eligibility criteria at the entry level for the programmes offered by the colleges around.

2.1.4 **Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?**

Ans. Yes, the institute has the formal mechanism to review the admission process and academic profile of students. The 'Academic Council and 'IQAC' review the admission processes in their meetings. The record of academic profile of every student is maintained and updated regularly. This academic profile includes the performance of students in academics and their participation in different co-curricular activities. These practices have helped us to improve the admission processes and quality of education.

2.1.5 **Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion**

* **SC/ST**
* **OBC**
* **Women**
* **Differently abled**
* **Economically weaker sections**
* **Minority community**
* **Any other**

Ans. In the college, admission to various courses is given to students regardless their color, cast, creed and religion. To provide access to education, the scholarships offered by the Central and State governments have been made available to the students belonging to the SC/ST/OBC categories. The students are provided these scholarships as per rules and regulations of the respective governments. The college has convinced people to create trusts, so that economically poor students could be provided monetary help. From these trusts, a number of scholarships are given to meritorious and economically backward students. The center government's scholarship scheme has been made available to students belonging to the minority communities. The staff members painstakingly and efficiently guide students to fill the forms correctly and then these forms are sent to the concerned authorities. Lots of students of the college have received scholarships under these schemes. The economically poor students and differently abled students are helped with aids from the college sources. The institute is committed to find the economic resources to facilitate the education of the students around.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Ans.

Session 2010-2011

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
1 B. A.-I	104	104	--
2 B. A.-I (CAP)	63	63	--
3 B. Sc.-I (NM)	04	04	--
4 B. Sc.-I (Eco)	07	07	--
5 B. Sc. (Comp. sc.)	22	22	--
6 B. Sc. (IT)-I	16	16	--
7 BCA-I	46	46	--
PG			
1 M. A.-I (Pbi)	19	19	--
M. Phil.	--	--	--
Ph.D.	--	--	--
Integrated PG Ph.D.	--	--	--
Value added 1 2 3	--	--	--
Diploma 1 Diploma in Computer Application	16	16	--

Programmes	Number of applications	Number of students admitted	Demand Ratio
PG Diploma 1 Post Graduate Diploma in Computer Application 2 3	16	16	--
Any other 1 2 3	--	--	--

Session 2011-2012

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
1 B. A.-I	110	110	--
2 B. A.-I (CAP)	30	30	--
3 B. Sc.-I (NM)	12	12	--
4 B. Sc.-I (Eco)	18	18	--
5 B. Sc. (Comp. sc.)	25	25	--
6 B. Sc. (IT)-I	14	14	--
7 BCA-I	35	35	--
			--
PG			
1 M. A.-I (Pbi)	22	22	--
3 M. Sc.-I (IT)	25	25	--
M. Phil.	--	--	--
Ph.D.	--	--	--

Programmes	Number of applications	Number of students admitted	Demand Ratio
Integrated PG Ph.D.	--	--	--
Value added 1 2 3	--	--	--
Diploma 1 Diploma in Computer Application 2	24	24	--
PG Diploma 1 Post Graduate Diploma in Computer Application 2 3	14	14	--
Any other 1 2 3	--	--	--

Session 2012-2013

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
1 B. A.-I	150	150	--
2 B. A.-I (CAP)	79	79	--
3 B. Sc.-I (NM)	20	20	--
4 B. Sc.-I (Eco)	22	22	--
5 B. Sc. (Comp. sc.)	28	28	--
6 B. Sc. (IT)-I	07	07	--
7 BCA-I	54	54	--
8 B. Com-I	19	19	--
PG			
1 M. A.-I (Pbi)	29	29	--
3 M. Sc.-I (IT)	30	30	--
M. Phil.	--	--	--
Ph.D.	--	--	--
Integrated PG Ph.D.	--	--	--
Value added 1 2 3	--	--	--
Certificate 1 Foundation Course in Human Rights and Duties(2-3 Months)	--	--	--

Programmes	Number of applications	Number of students admitted	Demand Ratio
2 Certificate Course in Human Rights and Duties(3-6 Months)	--	--	--
Diploma 1 Diploma in Computer Application 2	16	16	--
PG Diploma 1 Post Graduate Diploma in Computer Application 2 3	26	26	--
Any other	--	--	--

Session 2013-2014

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
1 B. A.-I	140	140	--
2 B. A.-I (CAP)	69	69	--
3 B. Sc.-I (NM)	12	12	--
4 B. Sc.-I (Eco)	10	10	--
5 B. Sc. (Comp. sc.)	19	19	--
6 B. Sc. (IT)-I	06	06	--
7 BCA-I	39	39	--
8 B. Com-I	18	18	--
PG			
1 M. A.-I (Pbi)	20	20	--
3 M. Sc.-I (IT)	27	27	--
M. Phil.	--	--	--
Ph.D.	--	--	--
Integrated PG Ph.D.	--	--	--
Value added 1 2 3	--	--	--
Certificate 1 Foundation Course in Human Rights and Duties(2-3 Months)	--	--	--

Programmes	Number of applications	Number of students admitted	Demand Ratio
2 Certificate Course in Human Rights and Duties(3-6 Months)	--	--	--
Diploma 1 Diploma in Computer Application 2	12	12	--
PG Diploma 1 Post Graduate Diploma in Computer Application 2 3	22	22	--
Any other 1 2 3	--	--	--

The main strength of the college comes from the Humanities. Since last four years the trends in the Humanities are fluctuating and the students are opting science and computers courses. The reason for this seems to be the needs and demands of the present scenario.

2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently- abled students and ensure adherence to government policies in this regard?

Ans. Our institute complies with the government policies to cater the needs of differently- abled students. These students are provided economic and academic help, through incentives and books. In addition to that guidance is also provided to overcome their troubles. These students are given free access to college transportation.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Ans. In the beginning of the session, students' knowledge, skill and their credentials are assessed through informal interviews and written tests. In this way their strengths, weaknesses and approach is judged at the entry level. If it realized that the students should take some other course or subject, then through orientation, they are guided to choose other course or subjects. Students are given some days to change their opted subjects and even the streams. For this, it is mandatory for students to fill in the specified form and to get permission from the concerned teachers on the same application form.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.

Ans. The college provides bridge course to the academically enrolled poor students to bridge their knowledge gap. Remedial classes are also arranged for the

academically weak students (students who get compartment in the final exams or fail in the house tests). All these additional classes are conducted free of cost.

2.2.4 How does the college sensitize its staff and students on issues such as gender inclusion, environment etc.?

Ans. The institute, from the day of the establishment, is committed to support the equal opportunities for education of students regardless their gender, class and religion. Awareness for Environmental Education is one of the top priorities of the college that is why an additional subject, EVS has been made mandatory to pass in the second year of all the TDC courses as per the university instructions. Every year, teachers and students celebrate 'Van Maha Utsav' by planting trees in the college campus and then rear the planted trees. To sensitize the staff regarding the above issues, they are sent to attend the seminars, workshops on the concerned subjects and then they discuss the same with students in their classes.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Ans. Advanced learners are identified through their achievements in the exams of their previous class, response in the classes and their performance in the class tests. The institute responds to their special learning needs and they are provided additional study material, like periodicals, magazines, competitive journals and books to meet their curiosity and academic needs. They are provided guidance to attend quiz, seminars and class tests to increase their learning ability at the highest level. In this way, they are motivated and encouraged to work hard ahead of the rest. The advanced learners and merit holders are provided scholarships, books and prizes in the Inaugural and the Annual Prize Distribution functions.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students

at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

Ans. The data and information on the academic performance of the students, during the programme is collected and analyzed through attendance, class tests and their response to the contents taught. The daily attendance in all the classes of a course is taken to ensure the presence of students. The students, at the risk of drop out are contacted telephonically or personally. If a student is not attending the classes due to monetary or academic reasons, then these problems are solved to the maximum extent as per provisions and policies. The bridge courses and remedial classes are arranged for the academically week students. Special classes are arranged for the students who get compartments in the final exams. All these additional classes are conducted free of cost.

2.3   Teaching-Learning Process

2.3.1   How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

Ans. Academic calendar is prepared and provided by the institute to the staff members. Schedule for teaching, learning and evaluation is planned and set as per requirements, needs and situations. The new academic teaching session begins in the month of July. Regular classes for all the courses are started in the second week of the same month. The teaching staff members prepare the teaching plan for the classes, they teach under semester/annual examination system. All the teachers devise their teaching plan keeping in view the semester/annual system, Autumn Break and the house test. A ten day Autumn Break is scheduled from the first week of October. Extension lectures are planned as per convenience. Class tests and surprise tests are held every month during the teaching sessions. House tests, for the courses under Annual Examination System (AES) are arranged in the month of December. Winter break is held in the last week of December and the college is reopened in second week of January, after the eve of New Year. With the reopening of the college after the winter

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break, results of the house tests are announced in the classes and the award lists are prepared. Information about the performance of students in the house tests is sent to their parents and guardians. A special test is arranged for the students who do not get qualifying scores in the house tests. Free special classes for weak students are held in the month of February. Various functions, like Annual Athletic Meet, Annual Prize Distribution Function, and Farewell Parties are held in the last week of February or in the first week of March. Then students appear for the university exams from the end of March to the end of June and sometimes May also. Summer vacations are held from the mid of the May to the end of the June.

2.3.2   How does IQAC contribute to improve the teaching –learning process?

Ans.   The members of IQAC ensure that students are being provided the latest study material, books, and the required facilities. The IQAC also ensures that the students are being taught as per teaching plans. If it is found that something is lagging behind, inputs and remedies are provided to resolve the problems and discrepancies are met with appropriate solutions. In this way IQAC contributes a lot to improve the teaching –learning process.

2.3.3   How learning is made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Ans.   Learning is made student-centric by emphasizing on the development of students. The teachers have library resources, reference books, multimedia devices, charts, models etc as the support system at their back. The students are encouraged to participate in discussions and prepare topics for class seminars with the help of above support system. When students prepare their topics they develop the habit of independent learning. Sometimes students are given a topic and they are divided into groups to prepare the same. In this way they develop skills regarding collaborative learning.

2.3.4 **How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?**

Ans. To nurture critical thinking, creativity and scientific temper, students are given some tasks, like preparing speech for class seminar. Students are asked to prepare the topics of their choice and they are also acquainted with the sources, like books, periodicals, magazines and the Internet. To make them innovative and lifelong learners, students are encouraged to participate in the university youth festival, debate, declamation contests, poetical recitation, essay writing competition, religious exams and other extracurricular activities, like NSS and NCC.

2.3.5 **What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.**

Ans. If needed, the teachers use OHP, Computer, multimedia projector, Internet etc to support their teaching.

2.3.6 **How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?**

Ans. As per the university and UGC instructions, the teachers are allowed to participate in the GOCs, RCs, UGC sponsored seminars. In this way the faculty members equip themselves with latest knowledge and then they disseminate the knowledge to the students. The teachers encourage the students to prepare and participate in the class-room seminars. Educational tours, extension lectures, seminars and workshops are arranged for students to enrich their knowledge.

2.3.7 **Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/ academic advise) provided to students?**

Ans.   Academic support to the students is provided according to their mental aptitude and their previous academic record, so that they could select a stream from the programmes, made available to the students. The students, who are less exposed, parentless or lacking confidence, are given personal support to improve their personality. Psycho- social support to the students is provided by giving them equal opportunities for study. The guidance and counselling to students, regarding carrier or job opportunities is provided through the carrier and guidance cell. Approximately one thousand students have been benefitted since 2008, from these supports and guidance services.

2.3.8 **Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?**

Ans.   The institute has encouraged the teachers to use the modern teaching aids, technological equipment along with traditional lecture method. Trends have been set to use the multimedia devices, like OHP and computers. Quiz, surprise tests, group discussion, class-room seminars, audio-visual aids and computers are used along with the lecture method to make teaching effective. These innovative techniques have helped us to make the learning experience of students permanent and enjoyable. These methods have also helped the students to be attentive, interactive and communicative.

2.3.9   How are library resources used to augment the teaching-learning process?

Ans.   Majority of the students visit the library to consult their syllabus books, reference books, newspapers, magazines, periodicals and other study material. Daily, a one hour library period has been made mandatory for PG students. Teachers consult and suggest books to students, concerning their study, literature and competitive exams. These periodicals, magazines and the newspapers also make the library experience of students useful and productive.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned   time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

Ans.   During the normal circumstances, the curriculum gets completed within the planned time frame and calendar. In case, due to some unavoidable reasons, if the curriculum lags behind the planned time frame, then additional classes are arranged to complete the syllabus.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

Ans.   The quality of teaching and learning is monitored regularly. The teachers monitor the presence of students by taking attendance in each class. Time table for all the courses is prepared in the beginning of the session. It is mandatory for teachers to take their classes as per time table and arrange monthly tests, so that the progress of students could be monitored. If needed, extra input is given to fill in the gaps. A house test, on the university examination pattern is also arranged for students to monitor their academic progress. For teachers, it is mandatory to fill the Self-appraisal Performa every year, so that their performance could also be monitored.

2.4   Teacher Quality

2.4.1   Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Ans.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	--	01	01	01	--	03
M. Phil	--	--	02	02	02	--	06
PG	--	--	--	--	01	--	01
Temporary teachers							
Ph.D.					--	2	2
M. Phil					1	4	5
PG					3	12	15
Part-time teachers							
Ph.D.					--	--	--
M. Phil					1	--	1
PG					2	--	2

Teachers are recruited as per norms of selection laid down by the GNDU Amritsar, DPI Colleges Punjab, and the UGC. Required posts are advertised in various popular newspapers and applications are invited through these advertisements. Applicants send their applications to the principal and to the University. The applications are properly scrutinized and a merit list is prepared. Thereafter, interview call letters are sent to the eligible candidates. The posts in various departments are advertised, when:

a. Any member of a department gets retired or leaves, or goes on the long leave.
b. Some new courses are started and additional faculty members are required.

To retain them, the teachers are provided better academic environment and their salaries are timely reimbursed, so that they could feel comfortable, while working in the college.

2.4.2 **How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.**

Ans. Posts are advertised at proper time and the preference is given to the teachers, who fulfill the university/ UGC qualifications/eligibility conditions. To cope up with the growing demand/scarcity of qualified faculty to teach new courses, the candidates with good academic record are preferred in the selection. The outcome of this process is that in most of the departments, the college has required number of staff members.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- ❖ Teaching learning methods/approaches
- ❖ Handling new curriculum
- ❖ Content/knowledge management
- ❖ Selection, development and use of enrichment materials
- ❖ Assessment
- ❖ Cross cutting issues
- ❖ Audio Visual Aids/multimedia
- ❖ OER's
- ❖ Teaching learning material development, selection and use

c) Percentage of faculty
- ∗ invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
- ∗ participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
- ∗ presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.

Ans.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated			
	2009	2010	2011	2012
Refresher courses	--	02	02	--
HRD programmes	--	--	--	--
Orientation programmes	--	--	--	--
Staff training conducted by the university	--	--	--	--
Staff training conducted by other institutions	--	--	01	--
Summer / winter schools, workshops, etc.	--	--	--	--

b) The institute organized the post noon training sessions, to empower and enable the teachers in using the various tools and technological equipments, so that they could improve teaching and learning experience.

c) Percentage of faculty
* Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
10%

* Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
95%

* Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.
80%

2.4.4 **What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)**

Ans. Faculty members are allowed to participate in the above said activities as per norms. Teachers are given study leaves as per norms of the UGC.

2.4.5 **Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.**

Ans. Nill

2.4.6 **Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?**

Ans. Yes the institute has introduced the evaluation of teachers by the students. A Feedback Performa, regarding the performance of teachers, is taken from the students and appropriate evaluative suggestions are considered, if possible.

2.5 Evaluation Process and Reforms

2.5.1 **How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?**

Ans. At the time of admission, students are made aware about the evaluation processes through the college prospectus. In addition, students are regularly made aware about the evaluation processes, like their regular presence in the

classes, their performance in the class tests and the university exams. Response of the students ensures that they are aware of the evaluation processes. The working of the faculty members according to the time table, academic calendar, teaching plan, and their help in organizing extracurricular and co-curricular activities assures that the faculty is fully aware of the processes. Moreover, the Self-appraisal Performa, Routine checking and the departmental reports reassure that the teachers are well aware of these processes.

2.5.2 **What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?**

Ans. The evaluation reforms are adopted and followed by the college as per university norms.

2.5.3 **How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?**

Ans. The working of the faculty as per university norms make sure that the evaluation reforms of the university have been implemented effectively.

2.5.4 **Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.**

Ans. Participation of students in informal discussions, response to general or specific issues, discipline in the class room learning, participation in the extracurricular activities etc have been adopted among formative evaluation approaches. Performance of students in formal class tests, house exams and the university examinations are the summative evaluation processes, which have been adopted to measure the achievement of students. All these have positively helped the students to attain success.

2.5.5   Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements   (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Ans. Performance of students is monitored through class tests, house tests and participation in different activities during the course. The evaluated answer sheets are shown to the students and their doubts are removed. The information about the students' performance is sent to their parents or guardians. Success in the university exams is the final verdict on the performance of students. The photographs of the merit holders, first, second and third position holders are also printed in the prospectus. The following graphs reveal the pass percentage of students in the university exams.

BA I (GRAPH SHOWS %AGE & YEAR)

| 57.14% | 59% | 90.9% | 98.61% | 92.24% |
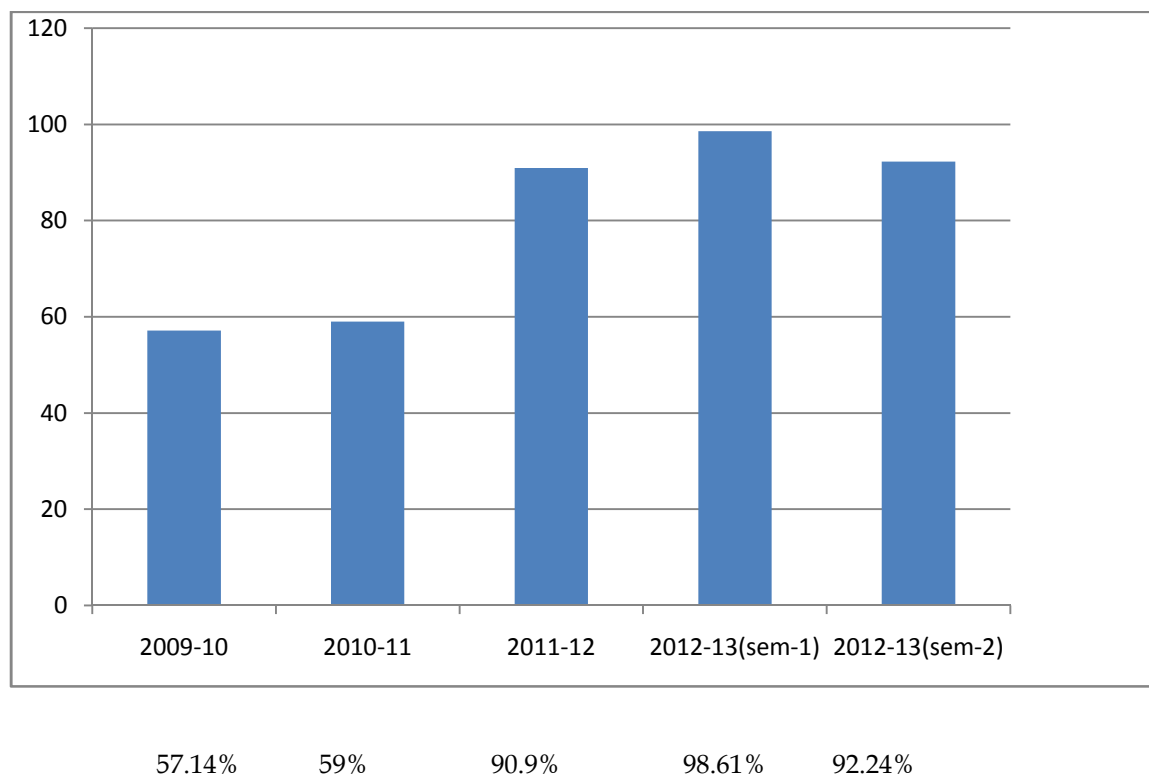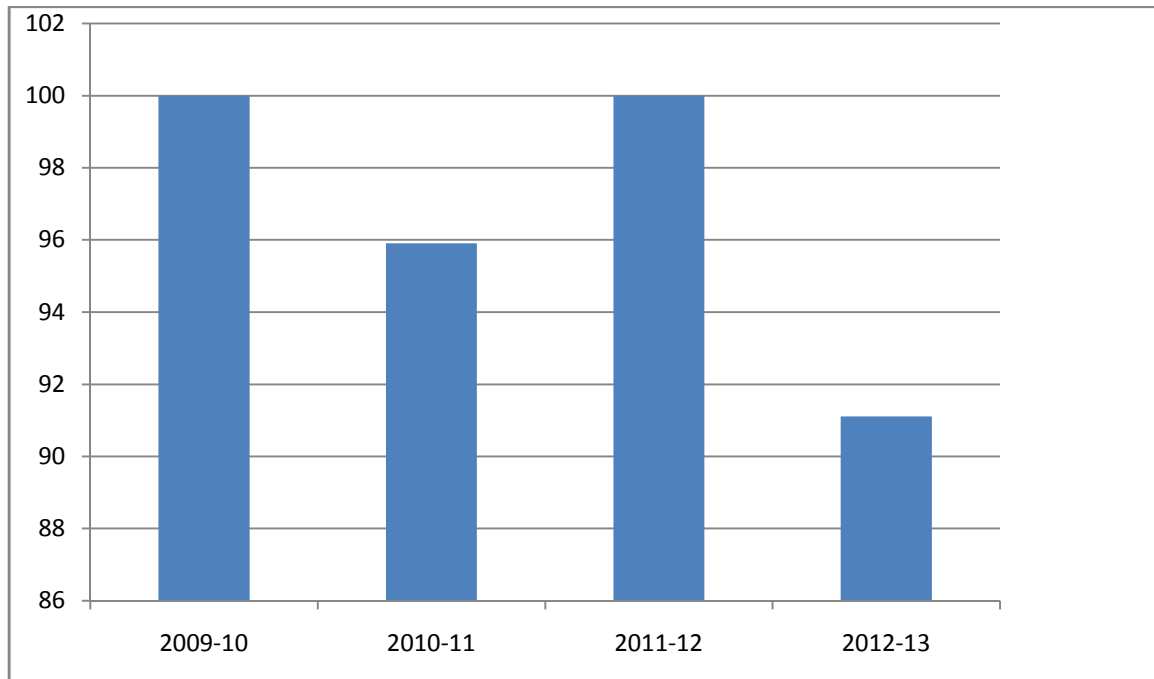
BA II

100%	95.91%	100%	91.11

BA III
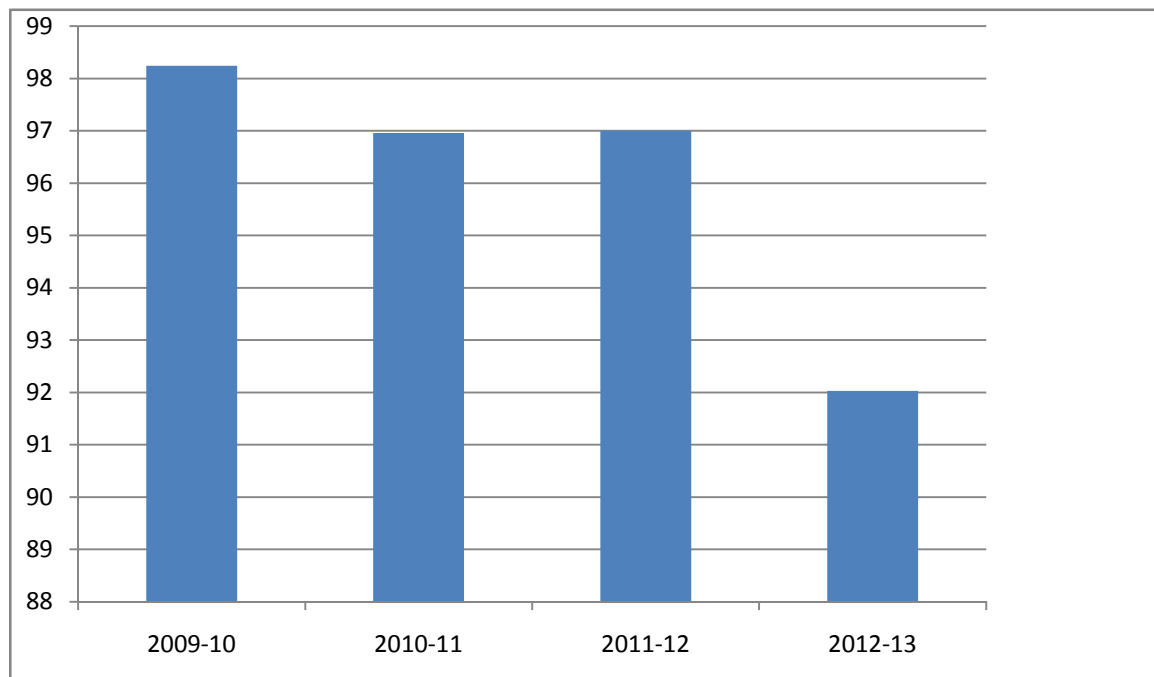
98.24%	96.96%	97 %	92.03%

B Sc I
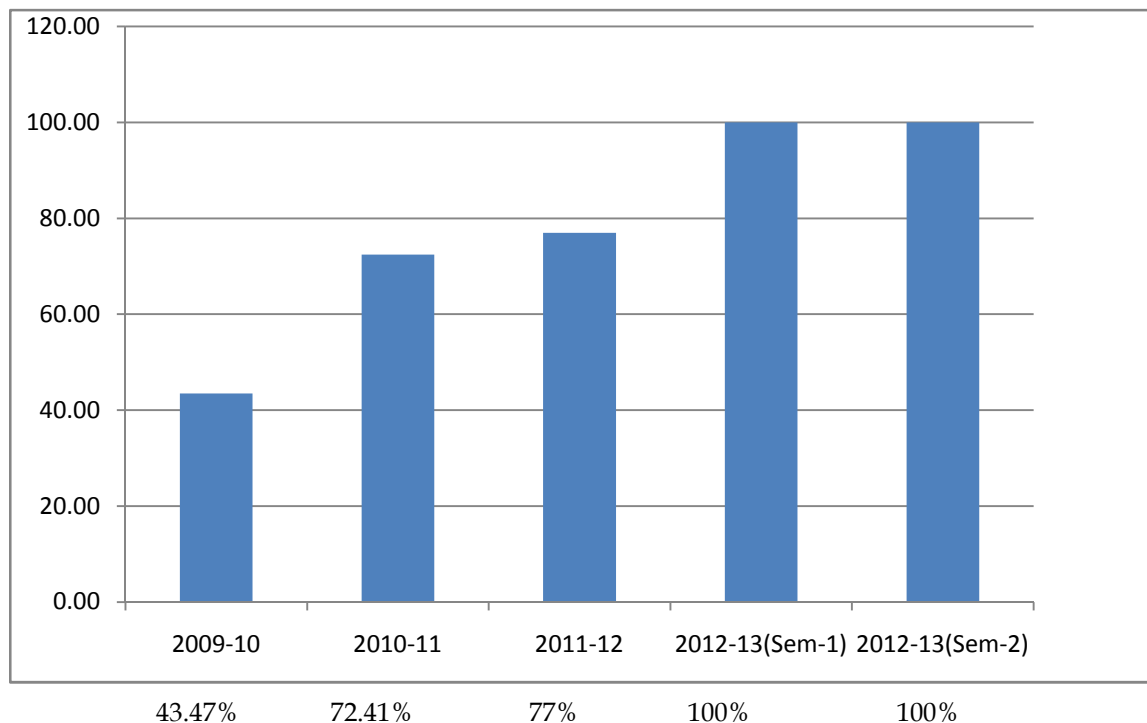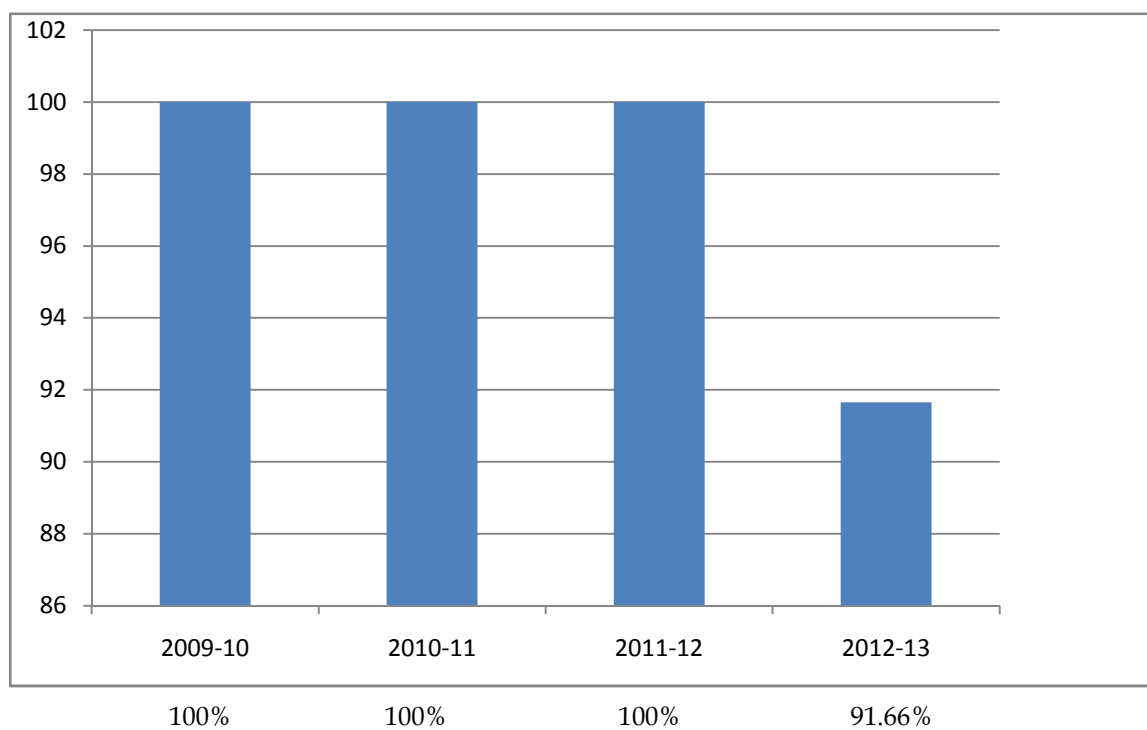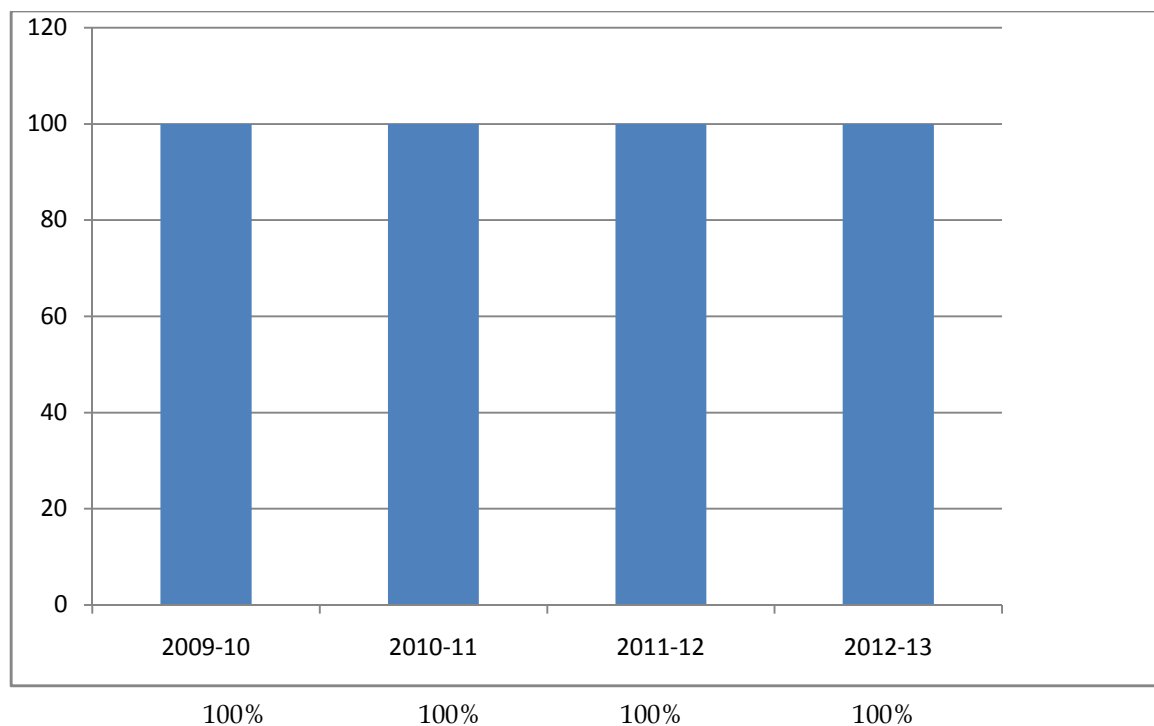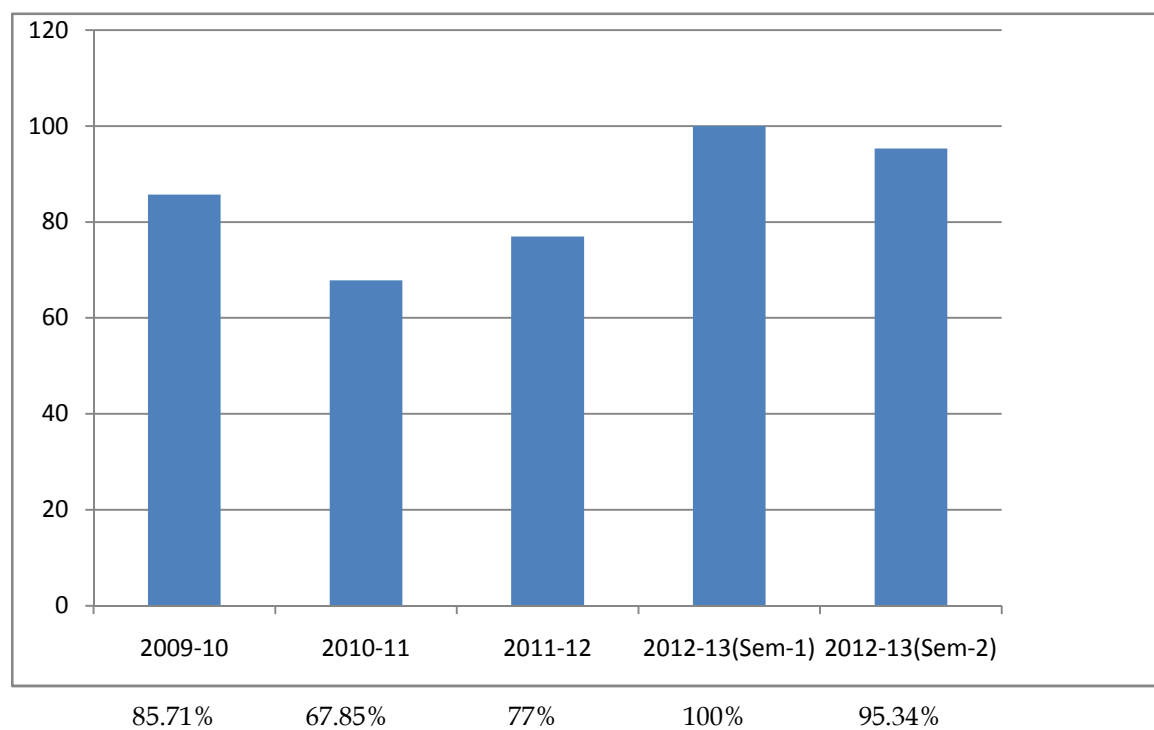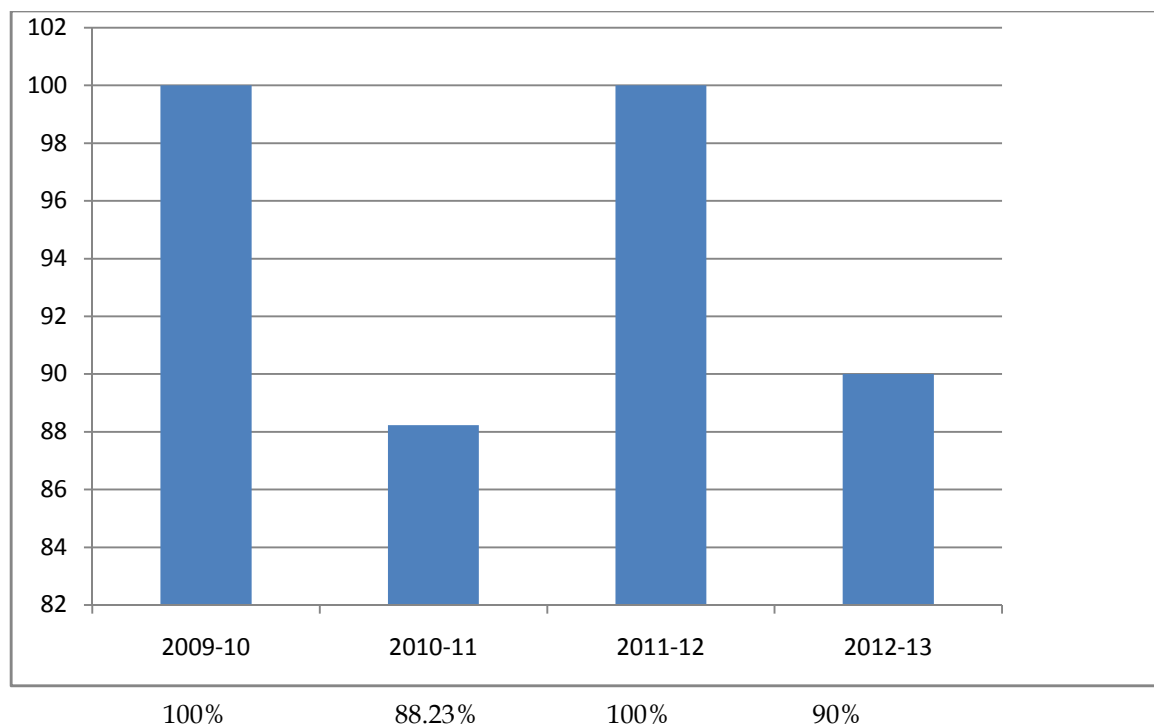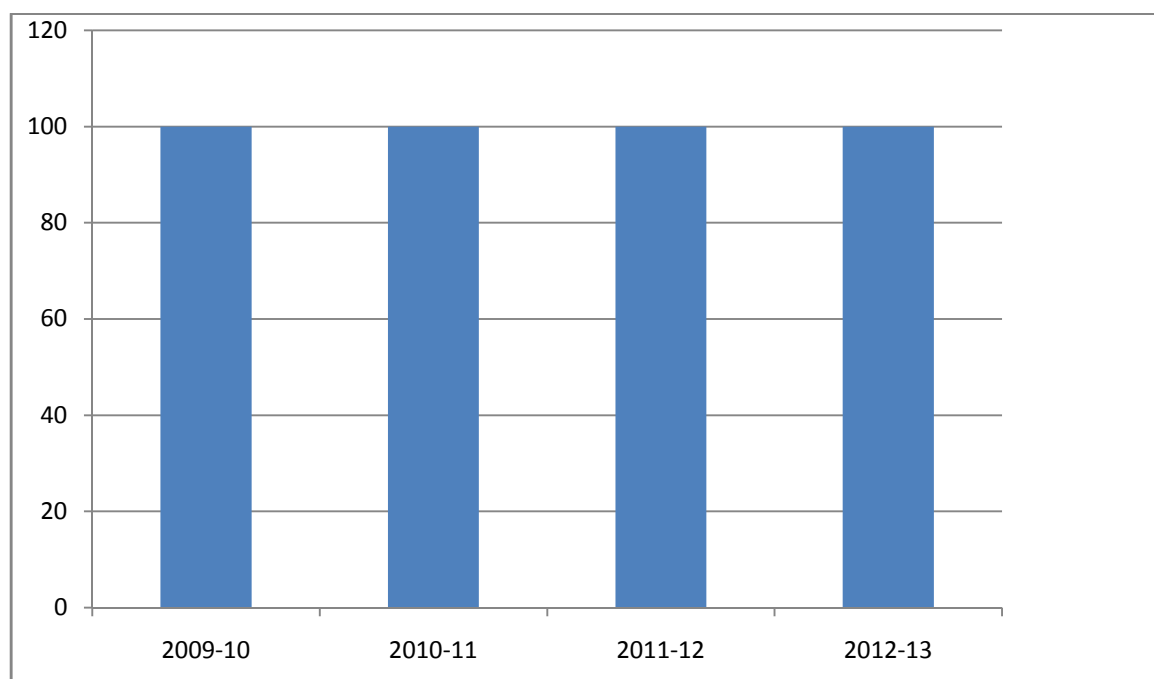
2009-10	2010-11	2011-12	2012-13(Sem-1)	2012-13(Sem-2)
43.47%	72.41%	77%	100%	100%

B Sc II

2009-10	2010-11	2011-12	2012-13
100%	100%	100%	91.66%

B Sc III

100%	100%	100%	100%

BCA I

85.71%	67.85%	77%	100%	95.34%

BCA II

2009-10	2010-11	2011-12	2012-13
100%	88.23%	100%	90%

BCA III

100%   100%   100%   100%

MA I

	2009-10	2010-11	2011-12	2012-13(Sem-2)
	71.42%	88.88%	100%	100%

MA.II

	2009-10	2010-11	2011-12	2012-13
	100%	90%	91%	100%

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PGDCA

2009-10	2010-11	2011-12	2012-13
100%	100%	100%	100%

DCA
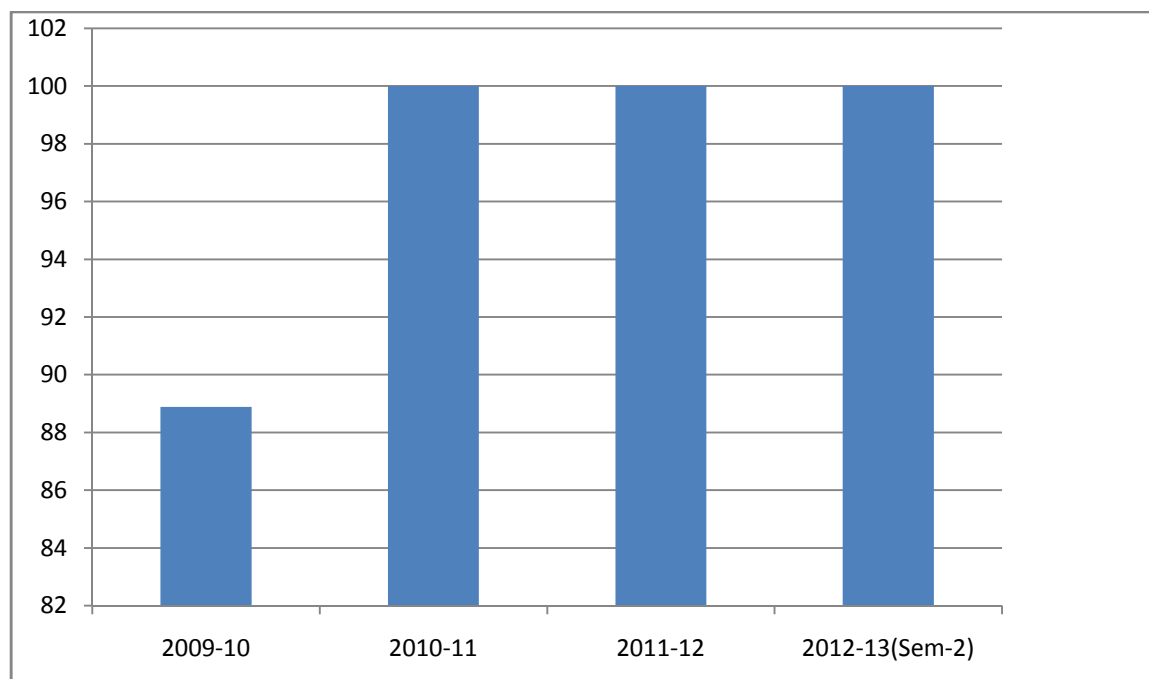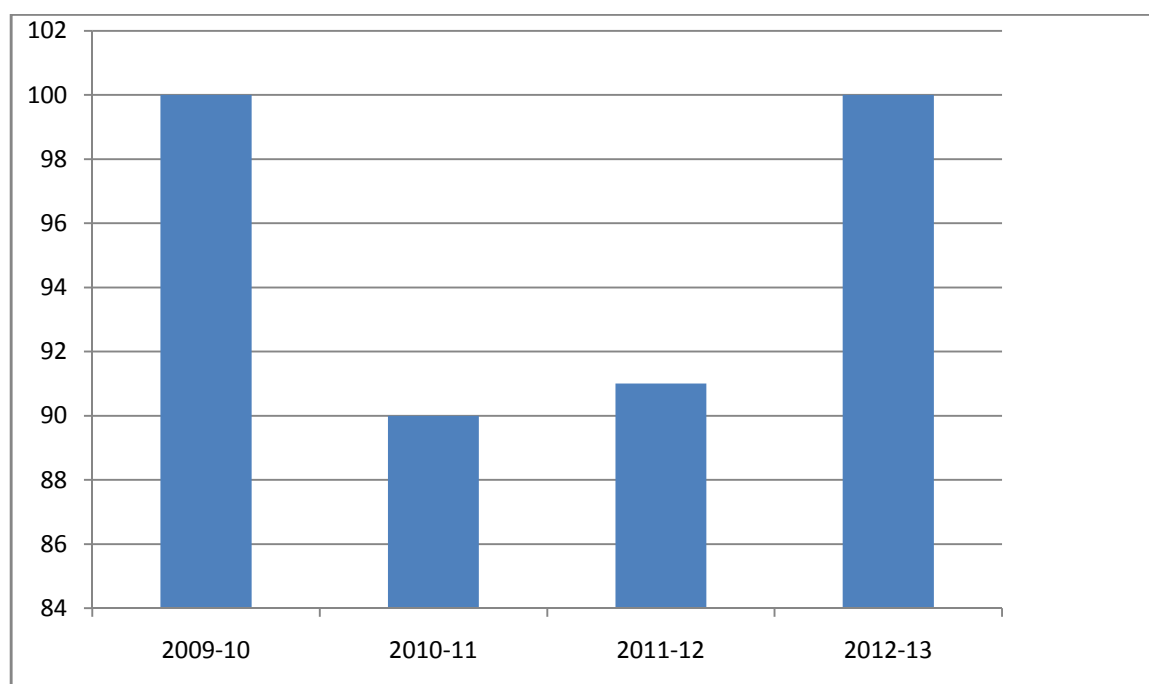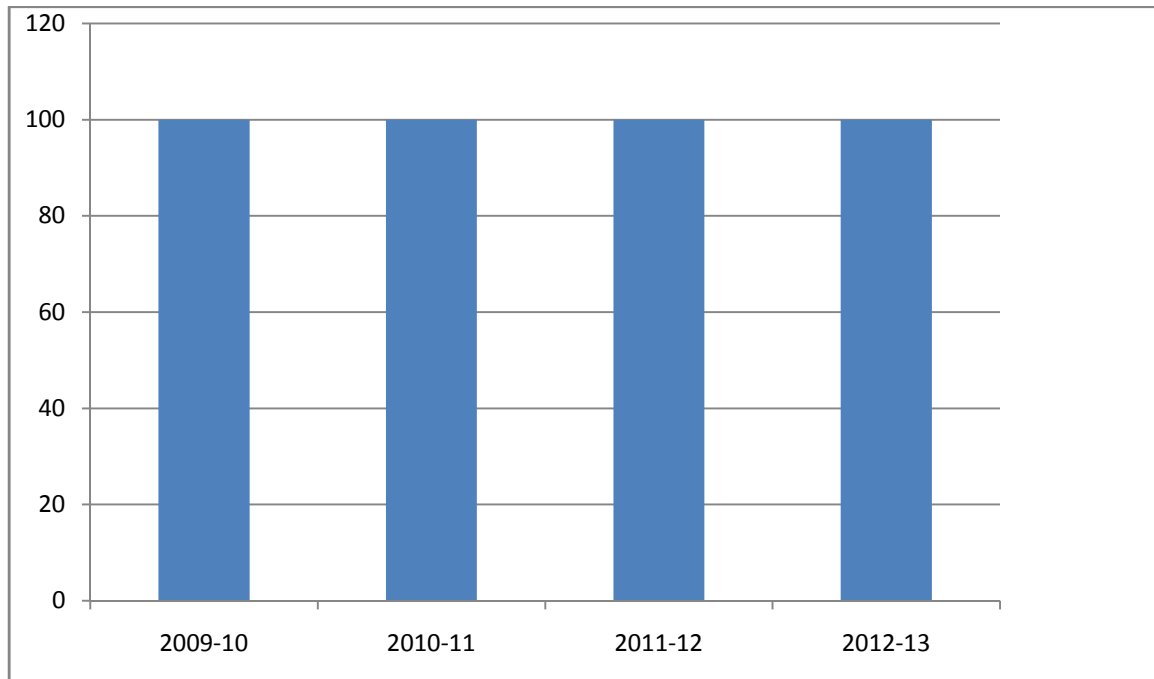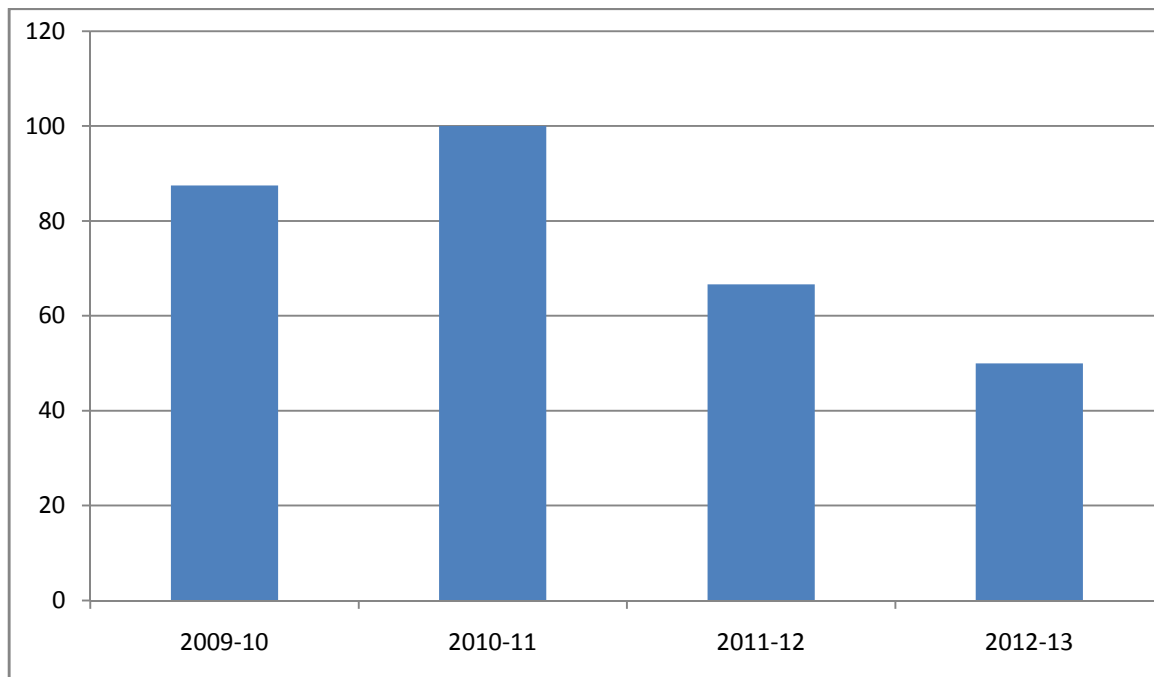
2009-10	2010-11	2011-12	2012-13
87.5%	100%	66.66%	50%

After studying the graphs, it can be said that the trends regarding pass percentage fluctuate.

2.5.6 **Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weight ages assigned for the overall development of students (weight age for behavioral aspects, independent learning, communication skills etc.**

Ans. As per university norms, there is no provision for internal assessment in the courses, offered by the college.

2.5.7 **Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.**

Ans. Since, as per the university norms, there is no provision for assessment in the courses, offered by the college, therefore it cannot be used as an indicator for the same.

2.5.8 **What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?**

Ans. To redress the grievances regarding evaluation, both at the college and university level, the college teachers and the office staff try to identify the root cause/s of the problem. The concerned authorities are approached and the problems are solved accordingly.

2.6   Student performance and Learning Outcomes

2.6.1   **Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?**

Ans.   The college has an effective mechanism of stating learning outcomes. Learning outcomes are displayed on the merit/notice boards and highlighted in the print and electronic media. In the college functions, the reports about the performance of students are presented before the management, stakeholders and the staff members and they are apprised of the university results, merit positions, achievements in the sports, extra-curricular and co-curricular activities.

2.6.2   **How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?**

Ans.   Teaching and learning activities are made student oriented. Teaching methods and audio-visual aids together are used in such way that students could be helped to learn optimally and the intended learning outcomes could be facilitated. Along with regular teaching schedules, tutorial classes, educational tours are arranged to give a relaxed atmosphere for learning. Class tests are arranged to develop confidence in the students for the university exams. Preparation of teaching plan, in advance keeps the teachers and students focused to complete the pre-decided tasks. All these strategies help to achieve the intended results.

2.6.3   **What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?**

Ans. The students are made aware about the importance of the courses, in the college assembly, functions and tutorial periods. Besides that, the institute has also manipulated to invite professional companies, banking organizations so that our students, after completing their courses, could be selected from the campus for the jobs.

2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

Ans. After completing some part of the syllabus, class tests and house tests are arranged for the students. Their results are prepared and discussed with them. A list of students is prepared who seem to have coming across problems due to teaching techniques or class room environment. If needed, this data is used to arrange additional classes for the students to fill in the gaps of their previous learning. This record is scrutinized time and again to monitor and improve the progress of the students.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?

Ans. Through class tests, surprise tests and house tests the performance of students is monitored. Their results are prepared and the weaknesses are discussed. If needed, extra classes are arranged for them. In this way, their previous learning gaps are filled, so that the students could feel confident, when they come to attend the classes. It is also ensured that teachers are regularly taking their classes and arranging class tests.

2.6.6 **What are the graduates attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?**

Ans. The graduate attributes specified by our college are:

a. That our graduates should be well behaved and well aware of the present social, political, economic and religious situations.

b. That our graduates should be motivated beings, ready to contribute in their family and society.

c. That our graduates have begun to develop optimistic attitude in life.

d. That our graduates have developed fighting spirit to achieve the set goals.

e. That our graduates are ready to develop specific professional skills and they are also paying attention to the all-round personality development.

All our graduates are automatically included in the alumni list. Students are asked to remain in touch with the institute when they leave the college after completing their courses. In the alumni meetings or during casual interactions or in the college convocations, through their conduct, it is assured that the students have attained the attributes.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Last year, our four students attained merit positions in the university exams. This year too our students attained merit positions. Most of the results were better than the university results. Our college is not only excellent in academics but it is also outstanding in extracurricular activities. In the previous academic session our college won overall championship in the university zonal youth festival and this year our college won over all first runners-up championship.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

Ans. The College does not have any recognized research centre.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Ans. The institute has a research committee with the following members :-

1. Dr. Kulwant Singh Randhawa, Officiating Principal
2. Dr. Sandeep Kaur, Associate Professor, Chemistry
3. Dr. Harpreet Singh Hundal, Assistant Professor, Punjabi

Recommendations of the Committee

- Teachers should apply for Major/Minor projects to the UGC.
- PG Departments should apply for Research Centers.
- To develop research aptitude both in students and teachers.
- The Teachers should be encouraged to write research papers.

Impact

1. Faculty members initiated for M. Phil & Ph.D
2. Research Papers were written by the faculty.
3. The faculty members & students actively participated in seminars and workshops.

3.1.3   What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- **autonomy to the principal investigator**
- **timely availability or release of resources**
- **adequate infrastructure and human resources**

- **time-off, reduced teaching load, special leave etc. to teachers**
- **support in terms of technology and information needs**
- **facilitate timely auditing and submission of utilization certificate to the funding authorities**
- **any other**

Ans   Internet Facility

3.1.4   What are the efforts made by   the institution in developing scientific temper and research culture and aptitude among students?

Ans.   The teachers motivate students to develop interest for research in the field of their choice. They have also been provided books and library services. For PG students, library periods have been made compulsory to develop their interest for research. Some students, who have done their UG/PG from our college, are pursuing PhDs.

3.1.5   Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Ans.   The college faculty members improved their qualification by doing M. Phil and PhD. Some of our college teachers wrote and published papers, attended UGC sponsored seminars/conferences in other colleges and universities.

3.1.6 **Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.**

Ans The College organized UGC sponsored national seminars, in the subject of Punjabi, Political Science and History. The College organized departmental seminars and extension lectures to create research aptitude among the staff and students. The UG/PG students were taken to different departments of the universities and apprised them about research opportunities.

3.1.7 **Provide details of prioritised research areas and the expertise available with the institution.**

Ans Nil

3.1.8 **Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?**

Ans. The college provided the appropriate academic and hospitable environment to attract the researchers of eminence to visit campus and interact with our teachers and students through the UGC sponsored national seminars. The college also published the books by compiling the papers, received from the scholars/researchers during the seminars.

3.1.9 **What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?**

Ans No member amongst the faculty has availed sabbatical leave. However two members completed their Ph.Ds and the faculty members were provided duty leave to participate in the National Seminars/Conferences/Workshops.

3.1.10 **Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)**

Ans None

3.2 Resource Mobilization for Research

3.2.1 **What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.**

Ans No budget is earmarked for research but the college utilizes grants from the UGC for seminars and workshops.

3.2.2 **Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?**

Ans No

3.2.3 **What are the financial provisions made available to support student research projects by students?**

Ans None

3.2.4 **How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.**

Ans Nil

3.2.5 **How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?**

Ans Various equipments are taken care of by the Lab Assistants and the teachers, so that the students may not misuse them.

3.2.6 **Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.**

Ans No

3.2.7 **Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.**

Ans Nil

3.3   Infrastructure for Research

3.3.1 **What are the research facilities available to the students and research scholars within the campus?**

Ans Computers with Internet facility

3.3.2 **What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?**

Ans Every year new books and hi-tech computers are added to upgrade our infrastructural facilities.

3.3.3 **Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/ facilities created during the last four years.**

Ans No

3.3.4 **What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?**

Ans Nil

3.3.5 **Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?**

Ans Photocopier

3.3.6 **What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.**

Ans Nil

3.4 Research Publications and Awards

3.4.1 **Highlight the major research achievements of the staff and students in terms of**
  * **Patents obtained and filed (process and product)**
  * **Original research contributing to product improvement**
  * **Research studies or surveys benefiting the community or improving the services**
  * **Research inputs contributing to new initiatives and social development**

Ans.   None

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Ans. None

3.4.3 Give details of publications by the faculty and students:
* **Publication per faculty**
* **Number of papers published by faculty and students in peer reviewed journals (national / international)**
* **Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
* **Monographs**
* **Chapter in Books**
* **Books Edited**
* **Books with ISBN/ISSN numbers with details of publishers**
* **Citation Index**
* **SNIP**
* **SJR**
* **Impact factor**
* **h-index**

Ans Assistant Prof Gurdeep Singh from the Department of English co- authored a book of poems in Punjabi, with the title *Mitran De Bol*. He is the Associative Editor of a refereed journal of English literature, *Aesthetica*. One paper, *Structuring a Short Story,* published in the same refereed journal.

Dr. H. S. Hundal , Assistant Professor, Punjabi Has authored following books:
c) "Punjab Sankat Te Punjabi Kavita (Alochna)"
d) "Nirantar Sangarsh Da Partik"
e) "Wahge paar de Punjabi Kavi"
f) "Veehvi Sadi Di Punjabi Kavita- Badlde Sarokar"

g) "Kavita di Talaash"

h) "Jangnama Punjab"

3.4.4 Provide details (if any) of

* research awards received by the faculty
* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
* Incentives given to faculty for receiving state, national and international recognitions for research contributions.

Ans Nil

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

Ans Nil

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

Ans None

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

Ans Nil

3.5.4 **List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.**

Ans Nil

3.5.5 **What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?**

Ans None

3.6 Institutional Social Responsibility (ISR) and Extension Activities

3.6.1 **How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?**

Ans The students are encouraged to participate in various social and community development programs to develop their all-round personality. To achieve this aim Blood Donation Camps, Seminars, Rallies etc. are organized by the institution. Extension lectures on various social evils, like Drug Addiction, Female Foeticide, Traffic and Road Safety rules etc. are arranged to create social awareness in our students. The students are also motivated to participate in Religious March ('Nagar Kirtan') and holy congregations. Religious ceremonies, like 'Gurpurabs' (Birth/ Martyrdom Anniversaries of Gurus) are celebrated and 'Guru Ka Langar' (Community Kitchen) is prepared and distributed by our students. Through NCC and NSS activities, students practically learn to be good citizens and servitors of the society. The participants are also awarded certificates and they are appreciated for participating in various activities. All these, together contribute in the holistic development of our students.

3.6.2 **What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?**

Ans The Institutional mechanism to track students' involvement in various social activities, which promote citizenship roles, begins with the strenuous efforts of the teachers. The students are motivated to join these activities and they are also made aware of the benefits in the future. The teachers in charge ensure the students' presence and participation in different activities. The record of participants is maintained and certificates are awarded. When these activities are being carried out, the teachers in charge remain present with the students. In this way these activities are done under the supervision of the teachers.

3.6.3 **How does the institution solicit stakeholder perception on the overall performance and quality of the institution?**

Ans The institute always tries to come up to the expectation of the stakeholders. The stakeholders are regularly apprised of the activities of the college through press media, Annual Report, pamphlets and posters. The Annual Function and Prize Distribution Function are organized, where in parents, local dignitaries and members of the management are acquainted with the overall performance of the institute. Our stakeholders, Association of Sikh Professionals (ASP) from America, SES (Sikh Educational Society) keep getting information on the academic and other activities of the college. Any further improvement is done on their recommendation, guidance and suggestion.

3.6.4 **How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.**

Ans. The institution adopts a village to run its extension and outreach activities. The village leadership is approached and the people are contacted. Then activities, like adult education, health awareness, community kitchen, knowledge about

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moral support, social evils, etc is carried out in the village.. During the last four years adult education, health awareness and education regarding social evils were carried out in the adopted villages. These activities helped to develop leadership qualities, sense of responsibility, co-operation, team work, kindness and other noble qualities in our students

EXPENDITURE ON OUTREACH ACTIVITIES

YEAR	Amount (Rs.)
2010-11	28000
2011-12	29000
2012-13	32000
2013-14	34000

3.6.5 **How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?**

Ans. The teachers are motivated to carry out activities, like NSS, NCC and YRC and they are sent to attend the training programmes for the same.   The students are encouraged to participate in these activities. The students, who participate and perform well in these activities, are awarded certificates. They are also honored in the prize distribution function and some monetary help is also given to them.

3.6.6 **Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?**

Ans. The college conducted survey in two villages (Salahpur, Basrawan) , focusing on the family size, level of education, health and economic conditions. The   survey

revealed us about the socio-economic condition of the residents, especially SC/ST/BC. It was found that apart from the reserved category residents, the people of other caste too, lacked interest in secondary and higher levels of education. Our college teachers and students made them aware about the advantages of education and Government schemes. Most of them got motivated and they sent their wards to schools and colleges for education.

3.6.7 **Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.**

Ans The extension activities aim at the involvement of students in social chores, which ultimately lead to overall development of the personality. These activities provide exposure to the students, which help in cultivating the vital personality traits, like self-confidence, leadership, self-discipline, devotion, hard work, team spirit etc. These qualities enable the students to perform well in academics.

3.6.8 **How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?**

Ans. The community plays vital role in the reach out activities. The people of the nearby villages cooperate to carry out the NSS and outreach activities. Under these activities programmes like, adult education, health awareness, cleanliness, social evils, drug addiction etc are organized with the help and cooperation of the local people. The community folks are invited in the college functions and they are motivated to support these outreach activities.

3.6.9 **Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.**

Ans. The college has collaborated with Civil Hospital Qadian, Bhatia Hospital Qadian, and Lions Club Qadian for working on various outreach and extension activities.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

Ans. The college has received awards for its contribution in welfare, outreach and extension activities from the Lions Club Qadian, Government Sr Sec School Dalla, Village Salahpur and Bhatia Hospital.

3.7 Collaborations

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Ans. Presently the institute has no collaboration with with research laboratories, institutes and industry for research activities.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Ans. Presently the institute has no formal collaborative arrangements with other institutions of national importance/other universities/ industries/Corporate (Corporate entities).

3.7.3 **Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.**

Ans. The institution has continued interactions with 'Association of Sikh Professionals' from USA, who have helped us to improve computer lab, library and placements.

3.7.4 **Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.**

Ans. Three UGC sponsored national seminars were organized by the college during last four years. The detail for the same as follows.

1. **UGC Sponsored National Seminar on Human Rights, held on 26.11.2011**

Name of the Participant	Designation
Dr. H. K. Puri	Ex-Head, Department Of Political Science Chairman, Dr. Ambedkar Chair Guru Nank Dev University Amritsar
Dr.(Prof) S. S. Narang	(Retd.)Deptt. Of Political Science, GNDU, Asr
Dr. S. S. Randhawa	Principal, Khalsa College, Mahillpur
Dr. Rattan Singh	Reader, Deptt. Of laws, GNDU, Asr
Dr. Satwinder Singh Dhillon	Principal Khalsa College, Gardhiwal

Dr. Davinder Singh	Department of Political Science, SPN College Mukerian
Prof. Gagandeep Kaur Malhotra	Deptt. Of laws, GNDU,Asr.
Ms. Anil Trehan	Assistant Professor, Regional Campus GNDU, Asr
Dr. Neeru Sharma	Associate Prof. BD Arya College, Jalandhar
Prof. Pawan Malik	SL Bawa DAV College, Batala

2. **UGC Sponsored National Seminar in Deptt of Punjabi, held on 10.02.2011**

Name of the Participant	Designation
Dr. Inderjit Singh	Registrar, GNDU, Asr
Dr. Jaspal Singh	Principal, Lyallpur Khalsa College, Jalandhar
Dr. Balkar Singh	Former Head, Sri Guru Granth Sahib Studies Depptt. , Punjabi Univ. Patiala
Dr. Karamjit Singh	Professor, KU Kurukshetar
Dr. Sarabjit Singh	Govt. College Chandigarh
Dr. Sukhdev Singh	Panjab University, Chandigarh
Dr. Dharam Singh	GNDU, Amritsar

3. **UGC Sponsored National Seminar in the Department of History, held on 17.11.2012**

Name of the Participant	Designation
Prof. Prithipal Singh Kapoor	Historian
Dr. S S Maan	Dean Social Sciences, GNDU, ASR
Dr. Gursharanjit Singh Bhatia	Guru Nanak Studies
Dr. Dharamvir Singh	Principal, S N College, Banga
Prof. Balkar Singh	Sikh Intellectual
Dr. Kuldeep Singh	S G A D College, Khadoor Sahib
Prof. Bhupinder Singh	SGGS college, Chandigarh
Prof. Harjeshwarpal Singh	SGGS college, Chandigarh

3.7.5 **How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -**

- a) **Curriculum development/enrichment**
- b) **Internship/ On-the-job training**
- c) **Summer placement**
- d) **Faculty exchange and professional development**
- e) **Research**
- f) **Consultancy**
- g) **Extension**

h) Publication

i) Student Placement

j) Twinning programmes

k) Introduction of new courses

l) Student exchange

m) Any other

Ans. Presently, no formal agreements have been made with the industries, however our personal links with the ASP (Association of Sikh Professionals), SUFI(An American based Software Company at Chandigarh) and Banking organizations have provided job opportunities to our students.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

Ans. The institution has contacted various Banking organizations, like Axis Bank, HDFC Bank to establish linkages. The institute, with the help of the 'Association of Sikh Professionals (ASP) of America has also linked itself with a, Chandigarh based software company, SUFI.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1. What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

Ans. The college looks forward to create and enhance the infrastructure, facilitating effective teaching and learning. Various committees namely, Purchase & Construction Committee, Maintenance Committee, comprising staff members of the college play a vital role for this to happen. As per recommendations of these committees, the infrastructure or facilities are planned and created according to the needs and strength of students. For the enhancements, apart from the own resources of the college, the support is also taken from the different sources, like government officials, political leaders, UGC schemes etc.

4.1.2. Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Ans.

a) For Curricular and co-curricular activities, the College has 24 spacious class rooms to run teaching classes for the various courses. The college is also equipped with computer labs, separate laboratories for Physics and Chemistry to carry out the practical sessions. The two halls, one big and one small are there in the college. The big hall serves many purposes, like examinations, functions etc. and the small seminar hall, with a capacity of

almost one hundred persons fulfills different needs. Apart from these, audio-visual aids like, LCD, OHP, CD/DVD player, multimedia, Internet etc. have been added to facilitate the teaching and learning in the college. Separate department offices have been provided to the teaching staff of the institution. In the library, separate space has been managed for boys, girls and PG students.

b)   For Extra–curricular activities, like sports the college has standard six lane track, stadium and separate play grounds for games – Football, Volleyball, Basket Ball, Hockey, Cricket, Kabbadi, and Badminton. A swimming pool, NCC & NSS offices with separate stores, Weight lifting hall, Dispensary and a music room, public address system are the additional features of our institution. One NCC unit for girls and two separate NSS units- one for boys and one for girls – are functioning successfully in the college. In the college track, new wash rooms and toilets have been constructed. The college has also constructed a new parking, toilets/bathrooms for the students.

4.1.3. How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is   optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

Ans.   The College Academic Council observes that entire infrastructure and facilities are being optimally used to create better academic atmosphere. The council along with committees of staff members also makes plan for the new needs and further enhancement of the infrastructure. For example, keeping in view the needs of transportation, college bus facility has been provided to the students belonging to remote areas. Considering the requirement of new equipment for the Physics and Chemistry labs, the same have been purchased from the UGC grants. During the last four years, new facilities, like a 100 KV Silent Gen Set, Air

conditioners for Computer Labs, Photocopier, Public Address System, Multimedia Projector, and Refrigerator have been added in the existing stock of amenities. For students, to make their stay pleasant, the college canteen has been fully renovated. New wash rooms and toilets, with proper hygienic facilities have been constructed to facilitate the students. For the students, a photocopier, printer, four computers with internet facility have been installed in the library. A new parking place has also been constructed recently. In the future, there is plan to start more professional courses, like BBA, and skill oriented diploma courses. There is plan to construct a seminar hall, with modern digital facilities and an auditorium, with almost the capacity of 500 people.

Name of the Items	2009-10 (Rs.)	2010-11 (Rs.)	2011-12 (Rs.)	2012-13 (Rs.)
Machinery, Equipments & Apparatus	16,243-	2,26,880-	10,68,649-	1,00,118-
A. C.	--	--	30,200-	--
Multimedia Projector	--	--	88,725-	--
Toilets	--	--	6,53,608-	--
Furniture	45,190-	3,36,191-	1,02,132-	64,039-
Computers	1200-	3,01,647-	4,04,250-	52,000-
Building	16,53,205-	5,80,281-	10,17,357-	8,80,468-

Master plan has been enclosed as the Annexure (a).

4.1.4. How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Ans. The problems of physically disabled students are identified and dealt accordingly. Our teachers remain in touch with such students to solve their problems.

4.1.5. Give details on the residential facility and various provisions available within them:
- **Hostel Facility – Accommodation available**
- **Recreational facilities, gymnasium, yoga center, etc.**
- **Computer facility including access to internet in hostel**
- **Facilities for medical emergencies**
- **Library facility in the hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility-common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy Constant supply of safe drinking water**
- **Security**

Ans. The college principal, a clerk and two class four employees have been provided the facility of residence. Two college gate keepers have been appointed for the day time security and two night watchmen (Chownkidar) are also there to look after the college campus during the night hours. Principal house is equipped with all the amenities along with the telephone, broadband, generator, invertor etc. There is no hostel facility for the students.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Ans. Dr B. S. Bhatia provides his services as the college doctor. In case of medical emergency, he provides medical help to our students and staff members. His help is also sought after in the organization of welfare activities, like Blood

Donation Camp, Lecture against Drug Abuse etc. For off campus medical problems, Dr Bhatia's clinic is available for students and teachers.

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Ans. Separate spaces have been assigned for the - IQAC, Grievances Redressal Cell, Counseling and Career Guidance Cell, Placement Cell, Health Centre, Canteen, drinking water, auditorium, etc.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Ans. Yes, the library has an Advisory/Library Committee with librarian, five teaching staff members under the headship of the principal. The Library Committee for the session 2012- 13 as follows.

1. Prof. Sandeep Kaur
2. Prof. Sukhpal Kaur
3. Prof. Kulwinder Singh
4. Prof. Harpreet Singh Hundal
5. Prof. Rajwinder Kaur (Librarian)

On the recommendations of the library committee, separate spaces for Girls, boys, PG students and teachers have been managed to make the library user friendly. Four computers with internet facility have been installed and the transaction of books is done with the help of the library computer. Quantity of periodicals, magazines and books has been increased on the recommendations of the library committee.

4.2.2   Provide details of the following:

    ∗ **Total area of the library (in Sq. Mts.)**

    ∗ **Total seating capacity**

    ∗ **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**

    ∗ **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

Ans.

    *   Total area of the library (in Sq. Mts.)   : 270 Sq. Mts.

    *   Total seating capacity   : 110

    *   Working hours on working days   : 9a.m. to 4.00p.m

       On holidays   : Closed

       Before examination days   : 9a.m. to 4.00p.m

       During examination days   : 9a.m. to 4.00p.m

       During vacation   : 9a.m. to 4.00p.m

    ∗   Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

       Individual carrels   -   No

       Reading Area for Boys   -   121 Sq. Mts.

       Reading Area for Girls   -   121 Sq. Mts.

       IT zone   -   20 Sq. Mts.

4.2.3   How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Ans. The *Library Committee*, after identifying the needs and requirements regarding above mentioned reading material recommends and ensures to purchase the same.

Library Holdings	Year -1		Year - 2		Year - 3		Year - 4	
	Number April-March 2009-2010	Total Cost	Number April-March 2010-2011	Total Cost	Number April-March 2011-2012	Total Cost	Number April-March 2012-2013	Total Cost
Text books	12	4534	821	174859	896	289244	366	70639
Reference Books	No	-	106	30592	-	-	-	-
Journals/ Periodicals/ Newspaper	47	21688	47	23624	49	24635	49	25440
e-resources	-	-	-	-	-	-	-	-
Any other (specify)	-	-	-	-	-	-	-	-

4.2.4   Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

Ans.

* **OPAC**

   No

∗ **Electronic Resource Management package for e-journals**

   No

∗ **Federated searching tools to search articles in multiple databases**

   No

∗ **Library Website**

   No

∗ **In-house/remote access to e-publications**

   No

∗ **Library automation**

   Yes

* **Total number of computers for public access**
  4 Computer

* **Total numbers of printers for public access**
  No Printer

* **Internet band width/ speed   □ 2mbps □10 mbps □1 gb (GB)**
  -No

* **Institutional Repository**
  No

* **Content management system for e-learning**
  No

* **Participation in Resource sharing networks/consortia (like Inflibnet)**
  No

4.2.5   Provide details on the following items:

Ans.

* **Average number of walk-ins**
  Number of boys : 60; Number of girls : 70.

* **Average number of books issued/returned**
   Issued-70

   Returned - 35

* **Ratio of library books to students enrolled**
   Graduation - 2 books any time.   Post - Graduation - 4 books any time.

* **Average number of books added during last three year**
   Total-2977

* **Average number of login to opac (OPAC)**
   No.

* **Average number of login to e-resources**
   No.

* **Average number of e-resources downloaded/printer**

  No.

* **Number of information literacy trainings organized**

  No

* **Details of "weeding out" of books and other materials**

  20 Books.

4.2.6 Give details of the specialized services provided by the library

Ans.

* **Manuscripts**

  No

* **Reference**

  Total No. of Reference books - 3500 (Three Thousand Five Hundred)

* **Reprography**

  Yes On Demand

* **ILL (Inter Library Loan Service)**

  No

* **Information deployment and notification (Information Deployment and Notification)**

  No

* **Download**

  Yes

* **Printing**

  Yes

* **Reading list/ Bibliography compilation**

  Yes

* **In-house/remote access to e-resources**

  No.

* **User Orientation and awareness**

  Yes

∗ **Assistance in searching Databases**

Yes

∗ **INFLIBNET/IUC facilities**

No.

4.2.7 **Enumerate on the support provided by the Library staff to the students and teachers of the college.**

Ans. The library staff remains present from 8.30 am to 4.00 pm. The library staff helps to find or locate books for teachers and students. The library staff also assists students and teachers to get the reading material Xeroxed from the photo copier, installed in the library.

4.2.8 **What are the special facilities offered by the library to the visually/physically challenged persons? Give details.**

Ans. Physically challenged students are provided separate seats and computers in the library. These students are helped by the library staff on priority basis.

4.2.9 **Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)**

Ans. Yes, the library gets feedback from its users. A suggestion box has been installed inside the library. Library committee analyzes the given suggestions. If needed, the appropriate suggestions are adopted to run the library in a better way.

4.3   IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- **Number of computers with Configuration (provide actual number with exact configuration of each available system)**
- **Computer-student ratio**
- **Stand alone facility**
- **LAN facility**
- **Licensed software**
- **Number of nodes/ computers with Internet facility**

Ans.

Number of computers with Configuration (provide actual number with exact configuration of each available system)

Configuration	Quantity
P-III 933 Mhz(HCL)	5
(S.P Machines)	2
P-IV 1.6 Ghz(Compaq) 128 MB,40GB	10
P-IV 1.6Ghz(HCL),	04
P-IV 1.7 Ghz (Assembled)	01
P-IV 2.39 Ghz(Compaq) (128 MB,40 GB)	10
P-IV 2.39 Ghz(Compaq) (256 MB DDR,80 GB,DVD Combo)	10
P-IV 3.0 Ghz(Assembled) (256 MB ,DDR,80GB)	30
2.4 Ghz(Core 2 Duo) (I GB ,160 GB)	08
Dual Core,2.7 Ghz(1 Ghz,320 GB)	10
Dell Inspiron Core 2 Duo(2GB,500GB)	15

115

HP i3,4GB RAM, 500GB HDD	15
Lenovo All in One i3,2GB,500GB HDD	05
Grand Total	**125**

- **Computer-student ratio** : 1:3.(427 Students Approximately)
- **Stand-alone facility** : 05
- L**AN facility** : LAN 15 computers
- L**icensed software** : MS Office 2010
- **Number of nodes/computers** : 15 Nodes.
  with Internet facility

4.3.2   Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Ans. The faculty and students have been provided with computer and internet facilities on the campus. No such facilities have been provided off-campus.

4.3.3   What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Ans. The IT infrastructure is deployed and upgraded as per needs and requirements. When required, the institute purchases Hardware and Software facilities with latest configurations.

4.3.4   Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Ans. The expenditure done on maintenance and purchase of new computers during the last four years is given below.

Computer Maintenance

Year (Session)	Provision in budget	Expenditure
2009-10	50000-	15010-
2010-11	70000-	32680-
2011-12	60000-	17730-
2012-13	60000-	31402-

Purchase (computers)

Year (Session)	Provision in budget	Expenditure
2009-10	--	--
2010-11	200000-	301647-
2011-12	200000-	404250-
2012-13	100000-	104000-

4.3.5 **How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students**?

Ans. The available ICT infrastructure is kept at the disposal of students and teachers. The institute facilitates the staff and students to use computers, internet and other ICT resources for their class work and for other study purposes during the college hours.

4.3.6 **Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.**

Ans. The teachers and students are given the internet facility to have access for on-line study material. When teachers use the available ICT instruments to support their teaching activities, the learning experience becomes interesting and long lasting. The teachers become updated with latest information and knowledge by using internet and other ICT tools facilities. These tools along with Multimedia projector have been installed in the Seminar Hall.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Ans. Presently, no such facility is being availed by the college.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

a.	Building
b.	Furniture
c.	Equipment
d.	Computers
e.	Vehicles
f.	Any other

Ans. The available financial resources are maximally used to facilitate students. To track the utilization, budget is allocated to upkeep the facilities.

Addition

		2009-10	2010-11	2011-12	2012-13
a.	Building	16,53,205	5,80,281	10,17,357	8,80,468
b.	Furniture	45,190	3,36,191	1,02,132	64,039
c.	Equipment	16,243	2,26,880	10,68,649	1,00,118
d.	Computers	1,200	3,01,647	4,04,250	52,000
E	Vehicles	3,05,873	6,89,826	6,59,000	11,49,620
f.	Any other	7,386	1,89,974	2,96,167	1,00,874

Maintenance

		2009-10	2010-11	2011-12	2012-13
a.	Building	3,85,121	1,23,398	1,14,756	4,339
b.	Furniture	21,067	29,755	10,234	2,270
c.	Equipment	-----	----	-----	--
d.	Computers	16,960	32,680	17,730	14,220
E	Vehicles	------	-----	-----	--
f.	Any other	97,189	94,389	64,630	77,221

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Ans. The college building and furniture are maintained and renovated regularly. The college maintenance committee looks after the maintenance of the college infrastructure. The sensitive equipment, like computers and science apparatus are maintained by the lab attendants and the electrical equipments, water

purifying machines, photocopiers, printers,   are timely serviced by the technical experts. All these amenities have been assigned their proper place to avoid inconvenience.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Ans.   Some instruments are maintained as per annual maintenance procedures and some are maintained through timely service by the technical experts.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment(voltage fluctuations, constant supply of water etc.)?

Ans.   All the sensitive equipment have been assigned proper place. These equipments are timely taken care of and serviced by the technical experts.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Ans. Yes, the institution publishes its updated prospectus annually. The prospectus contains information about the history of the college, aims, management, college faculty, courses offered, infrastructure, rules and instructions for admission, fee structure, excellent students, college 'Shabad', list of fake universities etc. The institution works as per rules and regulations given in the prospectus. Thus, the commitment and accountability is ensured by working according to the information provided in the document.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

Ans.

2009-10

TYPE	NUMBER	AMOUNT(Rs.)
Scholarships	30	15000
Free-ship	02	4500
Concession	80	61200
Extra Curricular	09	9000
Total	121	89700

2010-11

TYPE	NUMBER	AMOUNT(Rs)
Scholarships	04	2000
Freeship	04	10000
Concession	62	81500
Extra Curricular	14	14000
Total	84	107500

2011-12

TYPE	NUMBER	AMOUNT(Rs)
Scholarships	12	6000
Freeship	03	5000
Concession	78	92500
Extra Curricular	14	14000
Sports	15	37000
Total	122	154500

2012-13

TYPE	NUMBER	AMOUNT(Rs)
Scholarships	30	15000
Freeship	04	10000
Concession	41	40000
Extra Curricular	24	24000
Total	99	89000

The financial aid to the students is always disbursed before the commencement of final exams of every session.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

Ans. From central government, under minority scholarship scheme 53% students receive the financial assistance and from the state government, under SC/BC scholarship scheme 12% students receive the financial assistance.

5.1.4 What are the specific support services/facilities available for
- ✓ **Students from SC/ST, OBC and economically weaker sections**
- ✓ **Students with physical disabilities**
- ✓ **Overseas students**
- ✓ **Students to participate in various competitions/National and International**
- ✓ **Medical assistance to students: health centre, health insurance etc.**
- ✓ **Organizing coaching classes for competitive exams**
- ✓ **Skill development (spoken English, computer literacy, etc.,)**
- ✓ **Support for "slow learners"**
- ✓ **Exposures of students to other institution of higher learning/ corporate/business house etc.**
- ✓ **Publication of student magazines**

Ans. For the students from SC/ST, OBC and economically weaker sections, there is provision for concessions. Overseas students can take admission as per university rules. Students, who participate in various competitions, are given relaxation in lectures and their fines are condoned. Dr B S Bhatia provides medical assistance to our students, if needed. Additional classes are organized for slow learners. Every year, educational/ recreational tours are arranged for the students. For the students other than computer courses, a subject 'Computer

Application' is offered by the college to promote literacy in computer. College magazine, 'Raavi' is published so that students could express themselves through their writings.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Ans. Students have been given free access to use the college computers. They have also been provided the facility of internet under the supervision of their computer teachers and students have been guided to use different softwares to develop entrepreneur skills in them.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.
> *** additional academic support, flexibility in examinations**
> *** special dietary requirements, sports uniform and materials**
> *** any other**

Ans. The policy regarding extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities is, that the students will be sent to participate in the university, district, state and national competitions for their overall personality development. To promote the participation of students in extracurricular and co-curricular activities, a relaxation is given in their fees and their fines are also waived off. To promote participation in sports, the achievements of the students are highlighted in the print and electronic media. These students are honored in the college functions also. The students are also provided refreshments, track suits and other facilities. If these students feel that their study has suffered due to participation in these activities, special classes are arranged for them to cover up the gap.

5.1.7 **Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.**

Ans. No formal coaching classes are run for such competitions; however our teachers keep guiding the students, who come to seek their help for these courses. The institute also provides books and related study material to these students. Some of our students have qualified NET/SLET tests also.

5.1.8 **What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)**

Ans. Academic counseling is made available to the students at the time of admission to various courses. Our teachers also visit the villages and schools around for academic counseling of the prospective students. In our college, the Career Guidance & Information Cell provides career counseling to the students. Students are informed about various career options, existing before them. Psycho- social counseling is made available to the students through NSS, NCC, and religious activities. Students are apprised of social evils in seminars and extension lectures. The Tutors go through the personal problems of the students during tutorial periods.

5.1.9 **Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).**

Ans. The institution has Career Guidance Cell and Placement Cell only. Career counseling is provided through the Career Guidance and Information Cell. The Placement Cell has been established in the college to identify job opportunities.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Ans. Yes, the institution has a Grievance Redressal Cell. **During the year 2009-10,** four grievances regarding proper water supply, transportation, prices of eatables in the college canteen, washrooms for girls were primarily reported. To redress the complaints, additional water coolers were installed, the transportation facility was developed, prices of the eatables were checked and appropriate measures were taken in this regard.

During the session 2010-11, primarily, complaints regarding bus routes, continuous power supply, and washroom for boys were received. To solve the problems, bus routes were reconsidered, silent gen set, with more power output was installed and new washrooms for boys were constructed.

During the year, 2011-12, the grievances regarding maintenance of water coolers, books issue-return time were redressed.

During the year, 2012-13, mainly the problems regarding, separate parking for girls, expansion of canteen, number of tours were received. To redress the complaints, separate parking for boys was constructed, college canteen was renovated and the problem of tours is yet under consideration.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Ans. A post, Dean Girls Welfare, has been created in the college. Mrs. Sarabjit Kaur has been appointed as the Dean Girls Welfare. Any girl student can directly approach her in case of any problem. The help of police administration is taken to tackle the problem of eve-teasing, especially during the opening and closing hours of the college.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Ans. Yes, an Anti- Ragging Committee has been formed in the college. No incidents have been reported during the last four years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

Ans. Scholarship schemes from various trusts and funds, like Guru Nanak Fund, NRI Donors, ASP from America along with concessional transportation has been made available to students by the college. The institute also provides support to students to avail Minority Scholarships (a Center Government scheme), state scholarships for SC/ST/BC students. The 'Library Book Bank' has also been made available for the poor, needy, deserving and intelligent students.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Ans. Yes, the institute has a registered Alumni Association. The office bearers of alumni association organize a meeting once a year. They also organize a meeting of the old students after three or four years. The alumni have also contributed a lot in the development of the institute. They have played a vital role to create trusts and provided computers, scholarships for our students. The institute celebrated 'Platinum Jubilee' (75th year) function on 19.11.2011 and the alumni participated with great enthusiasm.

5.2   Student Progression

5.2.1   Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed • Campus selection • Other than campus recruitment	

Ans.

Students' progression to higher education

2009-10

Student progression	Approx%
UG to PG	55%
PG to M.Phil.	05%
PG to Ph.D.	02%
Employed • Campus selection • Other than campus recruitment	 ---- ----

2010-11

Student progression	Approx%
UG to PG	60%
PG to M.Phil.	10%
PG to Ph.D.	02%
Employed • Campus selection • Other than campus recruitment	 ---- 25%

2011-12

Student progression	Approx%
UG to PG	65%
PG to M.Phil.	10%
PG to Ph.D.	02%
Employed • Campus selection • Other than campus recruitment	 ---- ----

2012-13

Student progression	Approx%
UG to PG	60%
PG to M.Phil.	10%
PG to Ph.D.	02%
Employed • Campus selection • Other than campus recruitment	 ---- 25%

It has been observed that after the UG courses approximately 60% of the students opt for PG courses in the subject of their choice.

5.2.2 **Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.**

Ans. Program wise completion rate for the last four years is given the following tables.

2007-10

Program	Completion rate (%)
BA	92
BSc	77
BCA	73
MA(Punjabi) (2008-10)	100

2008-11

Program	Completion rate (%)
BA	67.7
BSc	85
BCA	53
MA(Punjabi) (2009-11)	100

2009-12

Program	Completion rate (%)
BA	90
BSc	39
BCA	74.6
MA(Punjabi) (2010-12)	100

2010-13

Program	Completion Rate (%)
BA	62.27
BSc	71.87
BCA	56.52
B. Sc. (IT)	50
M. Sc. (IT) (2010-12)	88
MA (Punjabi) (2010-12)	77.27

Program wise pass percentage for the last four years is given in the following tables.

A comparison of result of Colleges of the affiliating university within the city/district of various programs in 2013 is as under :

We have compared five colleges namely,

1. S N College, Qadian
2. Guru Nanak College, Batala
3. Bebe Nanki College, Dhariwal
4. S L Bawa DAV College, Batala
5. Baring Union Christian College, Batala

BA I
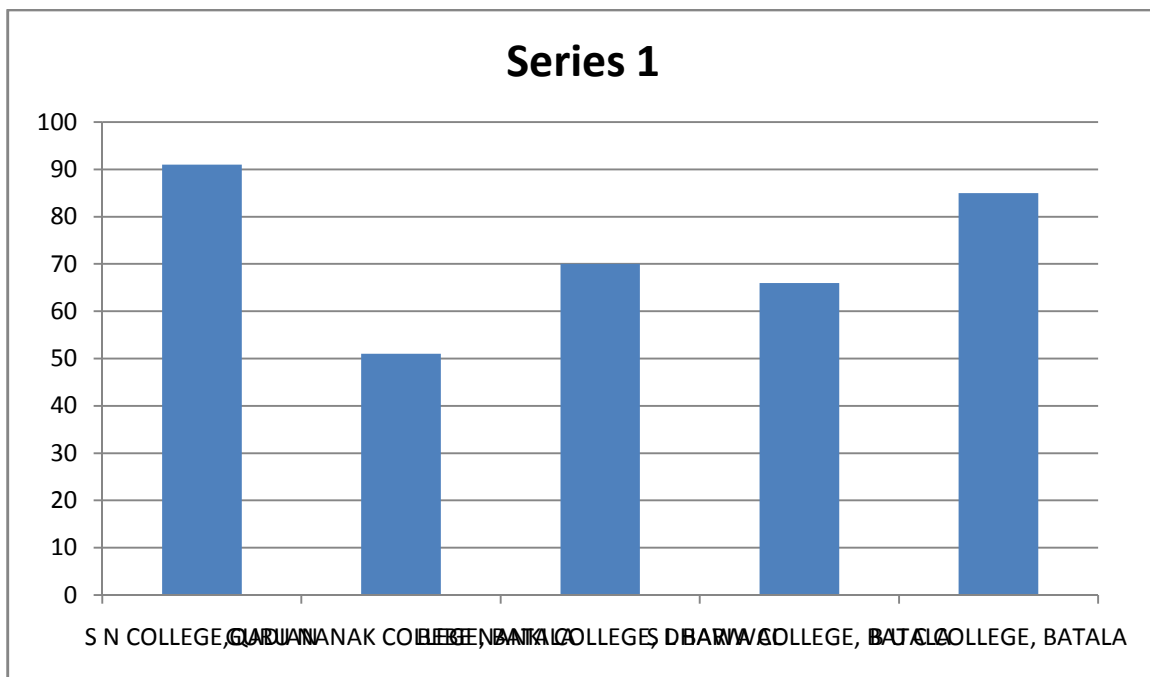
BA-II
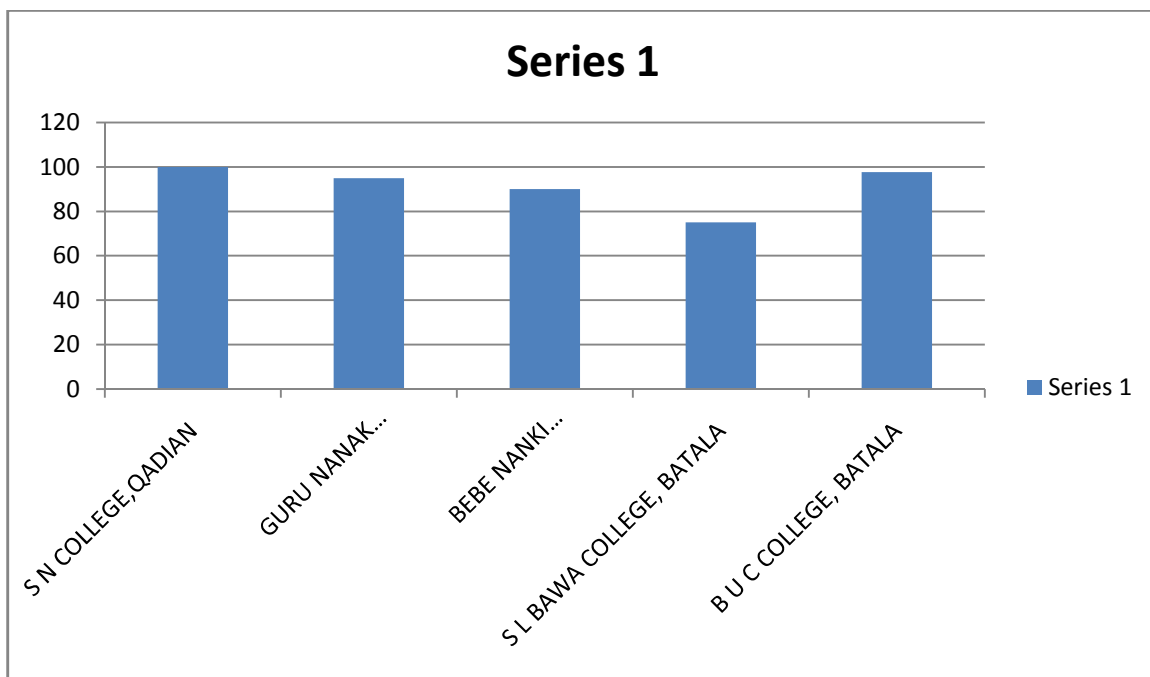
BA.-III
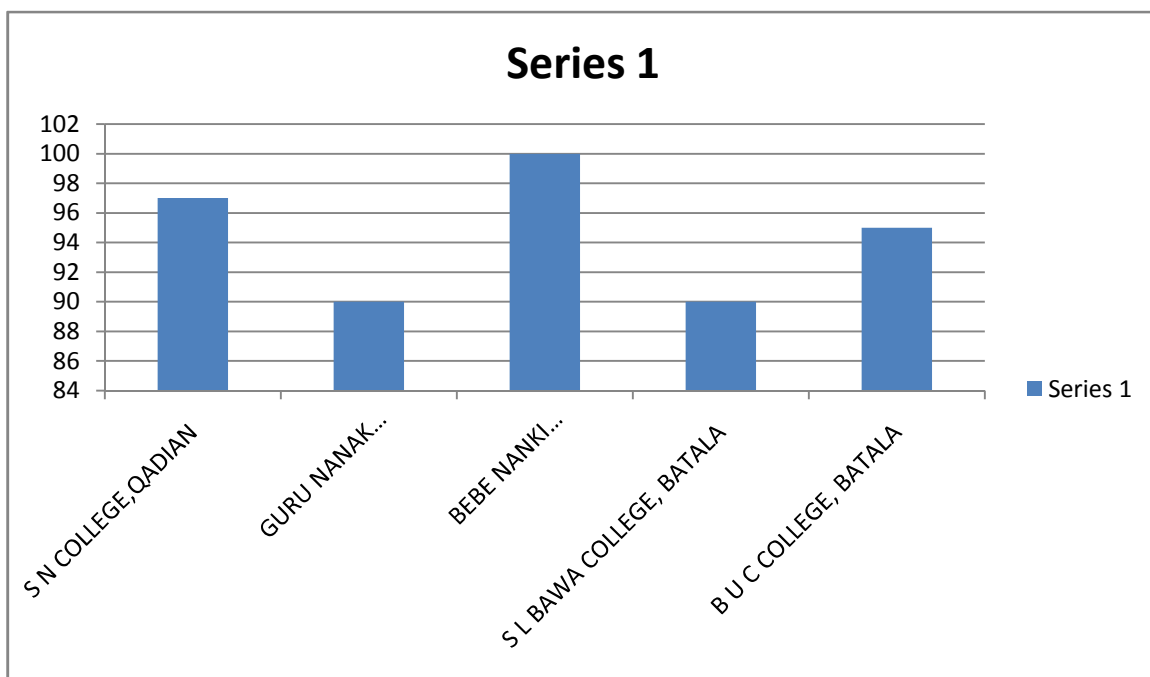
B Sc I
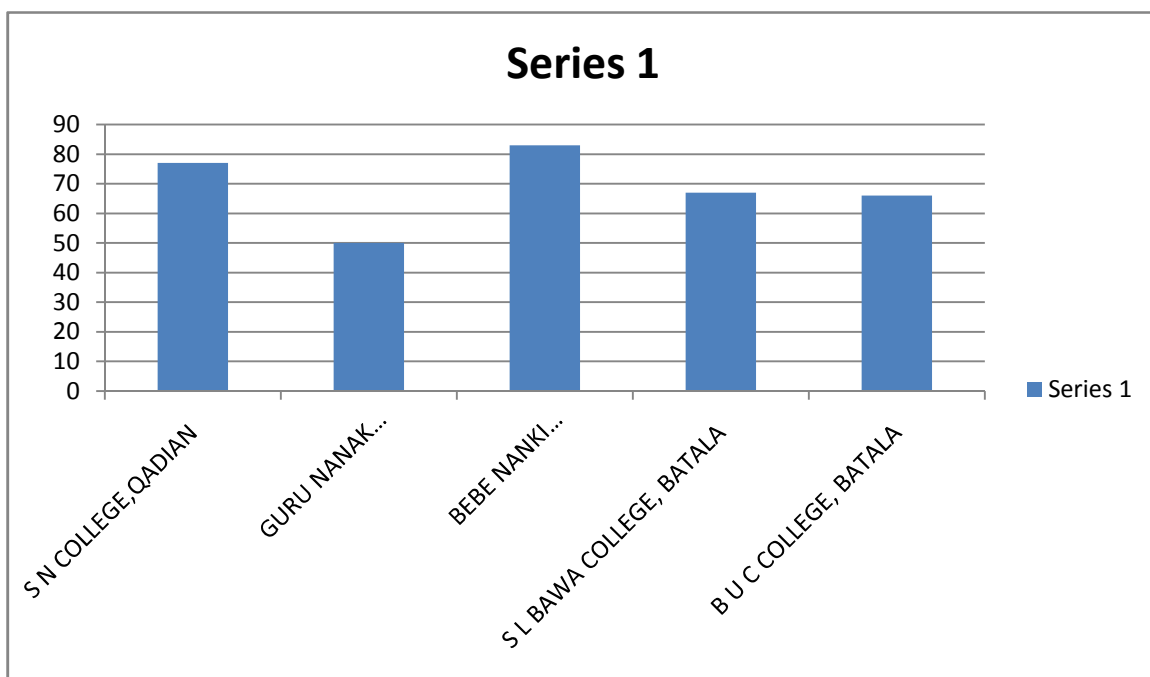
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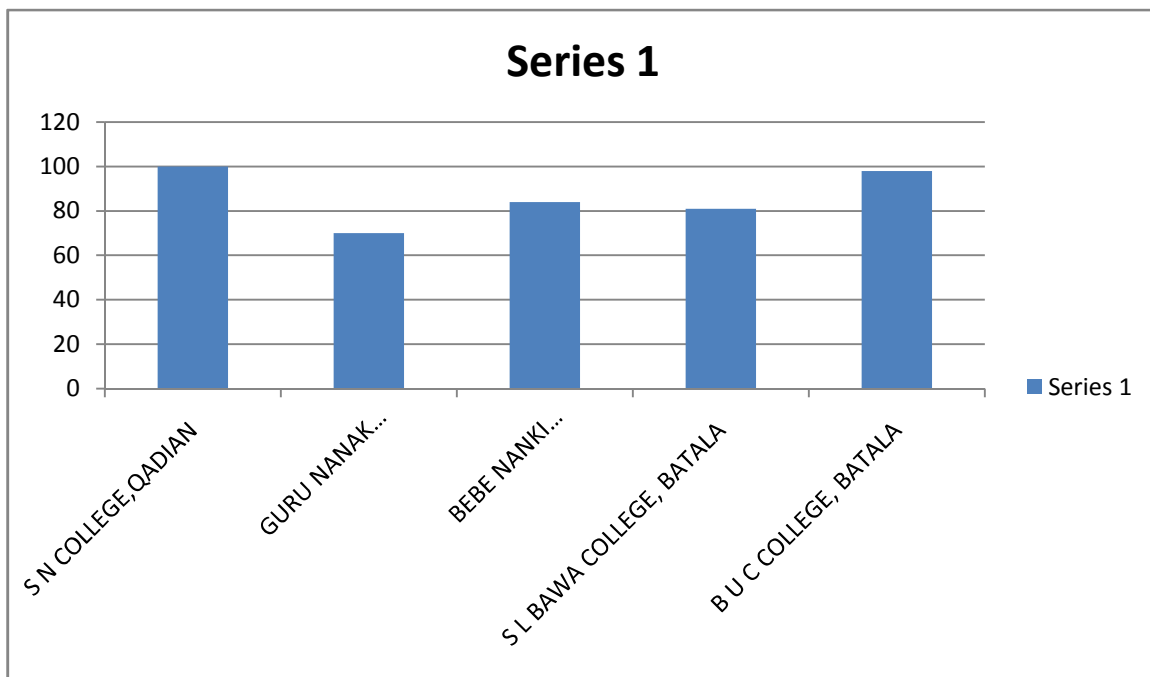
B Sc III

BCA-I

Series 1

BCA-II

Series 1
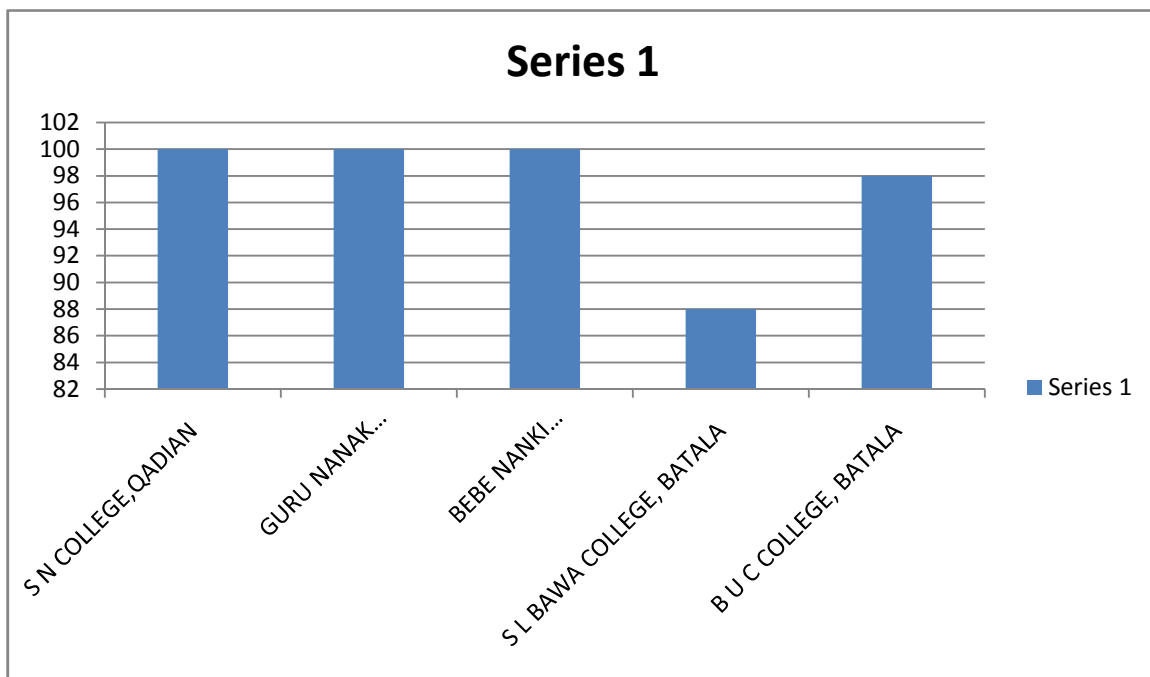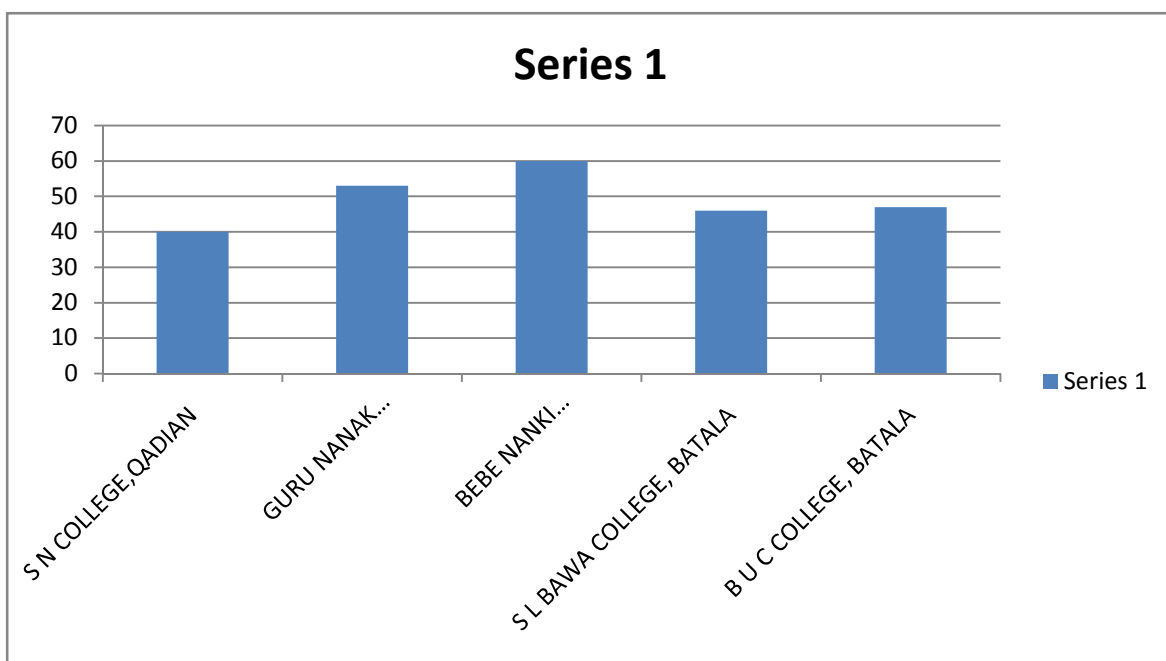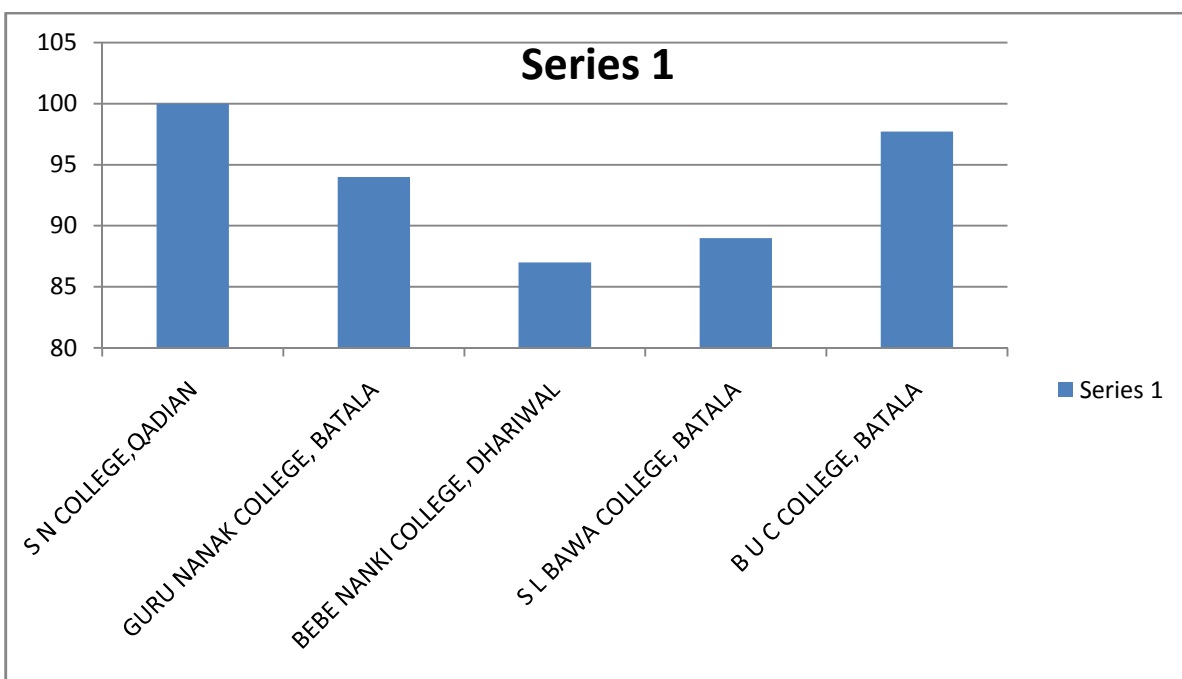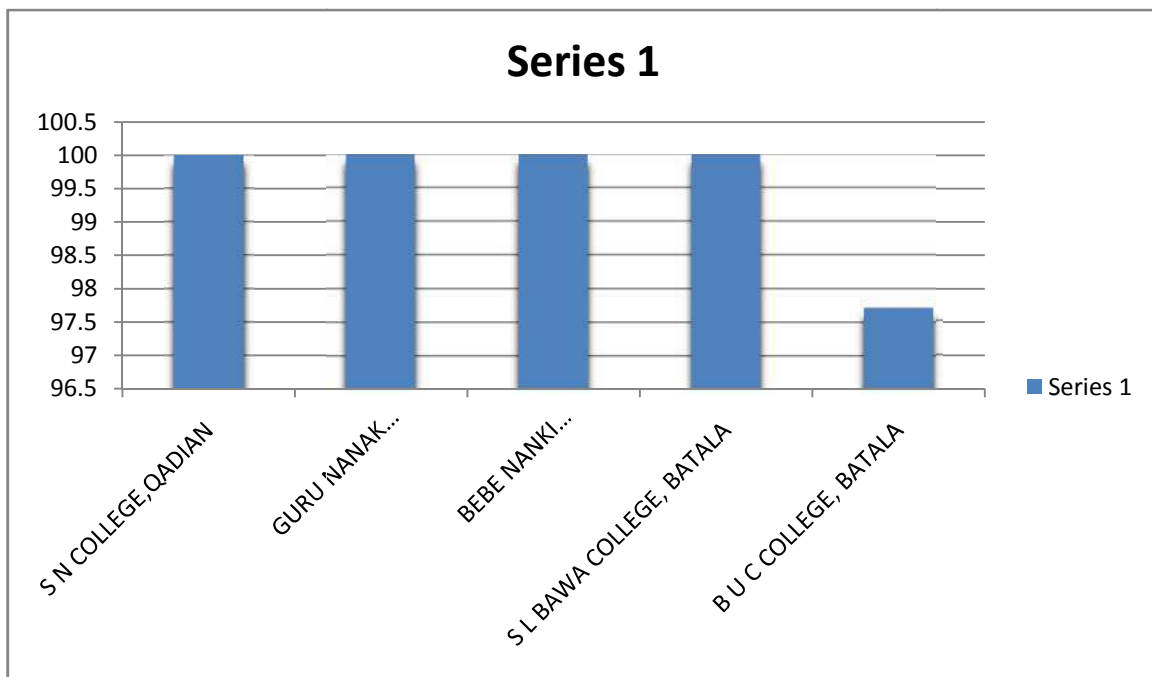
BCA.-III

PGDCA
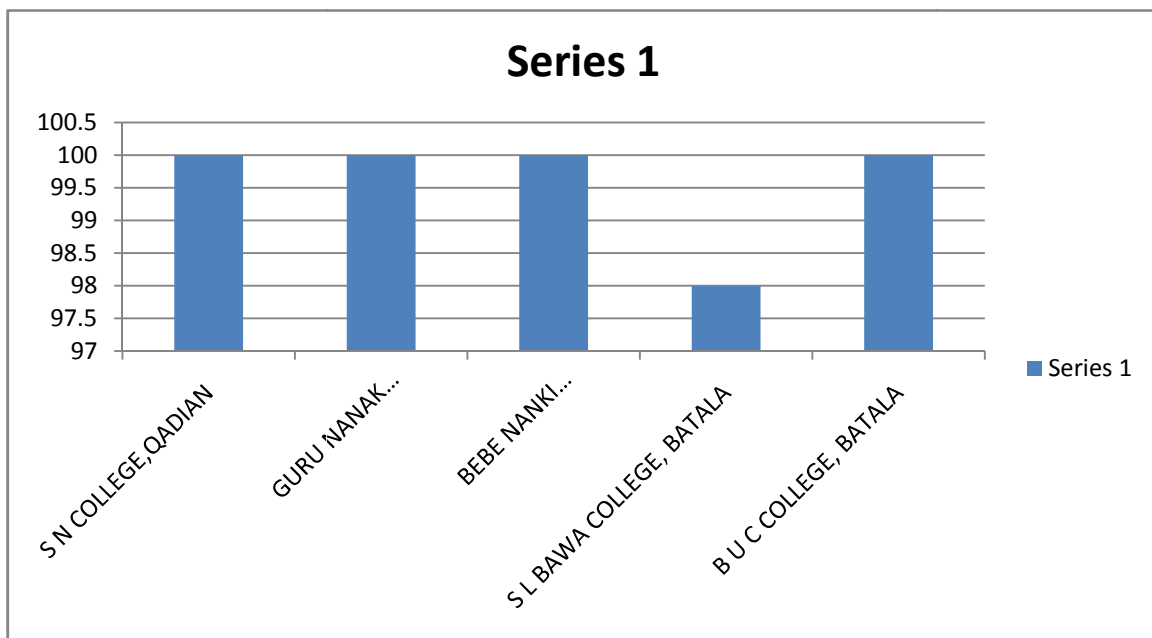
2009-10

Programme	Pass Percentage		
	1st year	2nd year	3rd year
B. A.-I, II, III	57.14%	100%	98.24%
B. Sc .-I, II, III	43.47%	100%	100%
BCA-I, II, III	85.71%	100%	100%
DCA	100%	--	--
PGDCA	94.44%	--	--
M. A.-I, II (Punjabi)	88.88%	100%	--

2010-11

Programme	Pass Percentage		
	1st year	2nd year	3rd year
B. A.-I, II, III	59%	95.91%	96.96%
B. Sc. .-I, II, III	72.41%	100%	100%
BCA-I, II, III	67.85%	88.23%	100%
B. Sc.-I (IT)	100%	--	--
DCA	66.66%	--	--
PGDCA	100%	--	--
M. A.-I, II (Punjabi)	100%	90%	--

2011-12

Programme	Pass Percentage		
	1st year	2nd year	3rd year
B. A.-I, II, III	90.90%	100%	97%
B. Sc. .-I, II, III	77%	100%	100%
BCA-I, II, III	38.70%	100%	100%
B. Sc.-(IT)-I, II	50%	100%	--
DCA	66%	--	--
PGDCA	100%	--	--
M. A.-I, II (Punjabi)	100%	91%	--
M. Sc. (IT)-I	100%	--	--

2012-13

Programme	Pass Percentage		
	1st year	2nd year	3rd year
B. A.-I, II, III	95.42%	91.11%	92.03%
B. Sc. .-I, II, III	100%	91.86%	100%
BCA-I, II, III	97.66%	90%	100%
B. Sc.-(IT)-I, II	100%	100%	100%
DCA	50%	--	--
PGDCA	100%	--	--
M. A.-I, II (Punjabi)	100%	100%	--
M. Sc. (IT)-I	94%	100%	--

5.2.3 **How does the institution facilitate student progression to higher level of education and/or towards employment?**

Ans. The institute facilitates students' progression to higher level education by providing guidance about various courses and helps students to find job opportunities by contacting the companies and other organizations.

5.2.4 **Enumerate the special support provided to students who are at risk of failure and drop out?**

Ans. The students, at the risk of failure, are supported with extra and remedial classes. The students, who are at the risk of drop out, the reasons for the same are found and if possible, the problems are dealt appropriately.

5.3 Student Participation and Activities

5.3.1 **List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.**

Ans. Our students participate in the university, district, state and national level competitions in the sports, games, cultural and other extracurricular activities. The detail of the participation in these activities and calendar as follows:

Range of the Events

Name of the Event	University	District	State	National	Programme Calendar
Sports/Games	Yes	Yes	Yes	_____	August to February
Cultural	Yes	Yes	Yes	-----------	September/October
NCC	-------	Yes	------	Yes	September/December
NSS	Yes	----	----	----	September/December

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Ans.

2010-11

<u>**Cultural Activities**</u> **(University Zonal Youth Festival)**

<u>Position</u>	<u>Event</u>
2nd	*Phulkari*
2nd	Orchestra
2nd	Flower Arrangement (Fresh)
3rd	Flower Arrangement (Dry)
3rd	Collage
3rd	Declamation
3rd	Western Vocal

Our college won over all Runners Up Trophy

Achievements in State Level Competition

Prabjot Kaur won title, *Lam Salammi Naar.*
Satinder Kaur won title, *Morniwargi Dhaun.*
Jatinder Kaur won title, *Sohna Mukhra.*

<u>**NSS**</u>
Organized *Blood Donation Camp* at college campus
Seven days camp from 23rd Dec to 29th Dec at Village, Malia.

<u>**NCC**</u>
Participated in 10 days Annual Training Camp held at Govt. College Amritsar.
13 students appeared in the test for 'BEE' certificate and 12 for 'CEE' certificate.

Sports

Achievements in the University Competition

1. Baljeet Singh secured third position by lifting 155 Kg in 56 Kg category.
2. Gurjant Singh secured second position by lifting 160 kg in 62 Kg category.
3. Manpreet Singh secured second position by lifting 213kg in 85kg intercollege weight lifting championship.
4. **In B-division our college secured third position in overall weight lifting championship organized by Guru Nanak Dev University, Amritsar.**
5. Vinod Kumar secured third position by lifting 430 kg in 82.5 Kg category.
6. Gurwinder Singh secured third position by lifting 420 kg in 100 Kg category.
7. Baljeet Singh secured third position by lifting 430 kg in 90 kg inter college power lifting championship.

2011-12

Cultural activities (University Zonal Youth Festival)

Position	Event
1st	Mimicry
2nd	*Gidha*
2nd	Skit
2nd	Clay modeling
2nd	Folk Orchestra
2nd	Histrionics
3rd I	Mime
3rd	Western Vocal (Solo)
3rd	Western Vocal (Group)

Our college won **Overall Championship Trophy**.

College students participated in Hiking Tracking at Dalhousie

Jatinder Kaur first in Solo song

Satinder Kaur second in Solo dance

NSS

Two NSS volunteer achieved positions in Poetry and Declamation
Camp from 26 Dec 2011 to 1st Jan 2012 at Thikriwal.
Organized seminar on 8 Feb, 2012

NCC

10 days camp from 5 Dec to 14 Dec 2011 at SN College, Amritsar
18-'B' certificates,   6-'C' certificates

Sports

Sports Achievements in the District Competitions

1. Rajwant Kaur (B.A-I) stood first in the long jump.
2. Ramandeep Kaur (B.A-I) stood first in 3000m race.
3. Rajwant Kaur (B.A-I) stood second in 400m race.
4. Davinder Kaur (B.A-I) stood second in long jump.
5. Ravina Rani (B.Sc-I) stood second in 300m race.
6. Ramandeep Kaur (B.A-I) stood third in 400 m race.
7. Harpreet Kaur (B.A-I) stood third in 3000m race.

Sports Achievements in the Universality Competitions

1. Gurpreet Singh (B.A-I) stood third by lifting 130 kg weight in inter college weight lifting competition.
2. Rashpal Singh, Manpreet Singh, Baljeet Singh stood 4th in the competition.

Sports Achievements in the State Competitions

Manpreet Singh (B.A I) stood second in Punjab state junior weight lifting association competition.

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2012-13

Cultural activities (University Zonal Youth Festival)

Position	Event
1st	Poster Making
1st	Photography
3rd	Vaar
3rd	Kavishari
1st	Phulkari
3rd	Folk Song
3rd	Rangoli
3rd	Mimicry
3rd	Gidha

Our college won overall Champions Trophy in B Division Colleges.

Achievements in State Level Competition

Arpinder Kaur won the title, *Punjaban Mutiar.*

Prabjot Kaur won the title, *Lam Salammi Naar.*

Satinder Kaur won the title, *Changi Manch Peshkari.*

Palwinder Kaur won title, *Gidhian Di Rani.*

NSS

Camp from 21 Dec 2012 to 27 Dec 2012 at Buttar Kalan and Rajada villages.

Celebrated "Van Mahotsav" on 25-08-2012 and planted 100 trees.

NCC

21 Cadets attended 10 day training camp at SN College, Amritsar.

13 students appeared in the test for BEE certificate and 09 for CEE certificate.

Our cadet, Gurpreet Kaur represented Punjab at Republic Day Parade in New Delhi.

Sports

Sports Achievements in the University Competitions (B Divisions colleges).
1. *Gatka* team secured second position.
2. Our college *Cross Country* team secured Third position.
3. Baljeet Singh (B.A-II) stood first position in the weight lifting competition. He was also selected for All India Inter varsity weight lifting competition.
4. Sarabjeet Singh (B.A-II) won second position in inter college weight lifting competition

Sports Achievements in the State Competitions

1. Manpreet Singh (B.A-II) won second position in *Punjab State Junior Weight Lifting Association*.
2. Baljeet Singh (B.A-II) won Third position in *Punjab State Junior Weight Lifting Association*.

2013-14

Cultural activities (University Zonal Youth Festival)

Position	Event
1st	Poster Making
3rd	Gidha
3rd	Vaar
3rd	Mime
3rd	Rangoli
3rd	Phulkari
3rd	Folk Orchestra
3rd	Clay Modeling
3rd	Collage

Our college won over all Runners Up Trophy.

Sports

Sports Achievements in the University Competitions (B Divisions colleges).

1. *College Gatka* team secured second position in the University competition.
2. Our college *Cross Country* team secured Third position in the University.
3. Participation in 'Tug of War'.
4. Participation in 'Cricket'
5. Participation in Punjab State weight Lifting.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Ans. The college gets feedback from its graduates and employers. Their suggestions are discussed and analyzed during the staff meetings. Appropriate suggestions are implemented to improve the performance and quality of the institutional provisions.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

Ans. The college teachers encourage students to write poems, stories, essays etc. and the write-ups of the students are put on the wall magazines. The student editors, for Punjabi, English and Hindi sections are selected and they, along with teachers edit these write-ups of students for the publication of the college magazine, 'Raavi'.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Ans. There are subject societies, which have student representation in them. These societies are – History Society, Political Science Society, Computer Society,

English Literary Society, Punjabi Sahit Sabha, Hindi Parishad and Science Society. The students, having interest/ability to organize different events, leadership qualities, positive attitude are selected as office bearers of the societies. These students organize various events, like welcome/farewell parties, quiz competitions, class seminars etc under the guidance of their teachers. The expenses for these activities are managed by the respective societies.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Ans. There are class representatives of all the classes. Besides that, student in charge are appointed in various subject societies. Student editors are also selected to publish the college magazine, *Raavi*.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Ans. The alumni and former faculty are invited in the college functions. Their valuable guidance and suggestions are considered for further improvement of the college.

Any other relevant information regarding Student Support and Progression which the college would like to include.

Ans. The college established contact with a Chandigarh based American software company, *SUFI* with the help of Mr S S Bajwa, Robbie Dhillon, Dr JB Singh, Malkit Gill from America. The authorities from *SUFI* visited our college and conducted a test. Four of our student graduates from IT department were selected and offered training in Chandigarh. Our college, with the cooperation of the parent management provided stay in facility to these students. It is matter of immense pride for us that the company has confirmed the services of the two of the graduates and hope that the other two will be confirmed very soon.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1   Institutional Vision and Leadership

6.1.1   **State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?**

Ans.   The mission - "Shubh Karman Te Kabhoon Na Taroon" (That I shall never abandon the path of noble actions) - has been kept alive and it is being carried out with great zeal by educating students in the college. The aim behind this mission is to make this college an ideal institute; where in the character of students would be molded into a non-communal brotherhood. The vision behind this mission is that non-communal brotherhood would create human values in students and they will become the ideal citizens of this country. To redress moral needs of the society, the college aims to develop religious and moral values in the students. In our college, most of the students come from rural background, therefore keeping in mind their professional needs, along with traditional courses, the modern courses, at UG and PG level have been started to serve the students. The vision for the future is that with the advent of more professional and job oriented courses, the college would become a sanctuary of creating different job opportunities, tuned to the needs of the society.

6.1.2   What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Ans.   The principal and faculty plan the quality policies and the top management plays an important role in the implementation of these policies. The principal and management make fair selection of teaching and other staff, provide proper infrastructure for students, reimburse salaries timely and keep getting benefits from various sources, like the government and NGOs.

6.1.3   What is the involvement of the leadership in ensuring:

- **the policy statements and action plans for fulfillment of the stated mission**
- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis ,research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

Ans.

1.   The leadership is fully involved in the action plans for fulfillment of the stated mission. The management keeps vigil on all the activities of the college. The authorities of the management provide help to arrange different academic and co-curricular activities.

2.   The leadership formulates plan of action and incorporates the same into the strategic plans with the cooperation of different committees.

3.   The leadership interacts with the local people during their visit to the college.

4.   The leadership fully supports the principal and the staff in the matters, like need analysis and consultations with the stake holders.

5.   The leadership regularly evaluates the working of the principal, teachers and the non-teaching staff. In this way, the leadership promotes the culture of excellence.

6.   The leadership is highly educative and visionary one and before introducing the organizational changes, they consider the pros and cons and modify their plans accordingly.

6.1.4 **What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?**

Ans. To monitor and evaluate policies and plans of the institution, periodical meetings are held between the management, principal and the staff members. For this, various committees, comprising teaching and non-teaching staff members have been formed and these committees regularly assess and evaluate the working, viability, further improvements and usefulness of the policies and plans.

6.1.5 **Give details of the academic leadership provided to the faculty by the top management?**

Ans. The top management encourages the teachers of the college to arrange seminars, UGC sponsored seminars, extension lectures and allied academic activities. Besides this, the authorities of the management also attend these programmes with keen relish. The management inspires and motivates faculty to attend seminars, workshops, training programmes etc in other institutions also. To solve the academic problems, the management also holds the meetings with staff members.

6.1.6 **How does the college groom leadership at various levels**?

Ans. To groom leadership among teachers, various committees are formed and the teachers are made in-charge of these committees. The teachers are encouraged to work for the betterment of the institute. The staff representatives are given due recognition in the meetings of the management. The student class representatives are made and the teachers in-charge of the committees involve them in the college activities to develop leadership qualities among the students. Leadership qualities in students are also developed through the activities, like quiz competitions, class seminars, tours, NSS, NCC and religious functions.

6.1.7 **How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?**

Ans. The departments though work, being organically part of the same system, yet they are operationally autonomous. This is so because the departments can independently form their societies and they can arrange academic activities, like quiz competitions, class seminars, educational tours etc.

6.1.8 **Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.**

Ans. Yes, the college promotes the culture of participative management at various levels. The college affairs are managed by the different committees, formed by the principal. The members of the teaching staff are also appointed as in charge of different committees and decisions are taken on the recommendation of these committees. In the central management, the principal of the college is included as the executive member and as the member, the principal happens to be the part of the decisions, taken about the college. Two members from the teaching staff have been taken in the Local Managing Committee. These two staff members represent the staff in the college management.

6.2   Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Ans. Yes the institute has formally stated quality policy that emphasizes value based education. The policy is developed and deployed by setting the academic calendar and time table into action. To drive this policy the teachers work as per the schedules stated in academic calendar and the time table. It is ensured that regular class work and other activities are being run according to the set plans. Staff meetings are held to review and evaluate the policies, formed and deployed.

6.2.2   Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Ans. Yes, the institute does have a perspective plan for development. Many aspects, like academics, infrastructure, equipment etc have been included in this plan. In the academic aspect, the college is planning to start new UG and PG courses, like BBA, MSc Mathematics and MA English. In the infrastructural planning, the construction of new seminar hall and an auditorium are on the agenda of this development plan. Some constructions, like new wash rooms, parking, installation of CC TV cameras are already in the process of completion. In the near future, there is a plan to construct smart class-rooms to make the teaching and learning more interesting and effective.

6.2.3 Describe the internal organizational structure and decision making processes.

Ans. The internal organizational structure comprises the Principal, Academic Council, Heads of teaching departments, In-charge of various committees, different administrative staff and heads of different teaching departments. In the decision making process, the principal and different committees take part.

INTERNAL ORGANIZATIONAL STRUCTURE

PRINCIPAL

↓

Academic Council

Heads of Teaching Departments	Elected Representatives of Teaching Staff on Local Managing Committee	❖ Registrar ❖ Bursar ❖ IQAC ❖ Controller of Examination ❖ Dean Extra Cu-curricular Activities ❖ Director Outreach Activities ❖ NSS/NCC Officers ❖ Heads of Various Committees ❖ Office Superintendent ❖ Librarian	In-charge of Various Committees
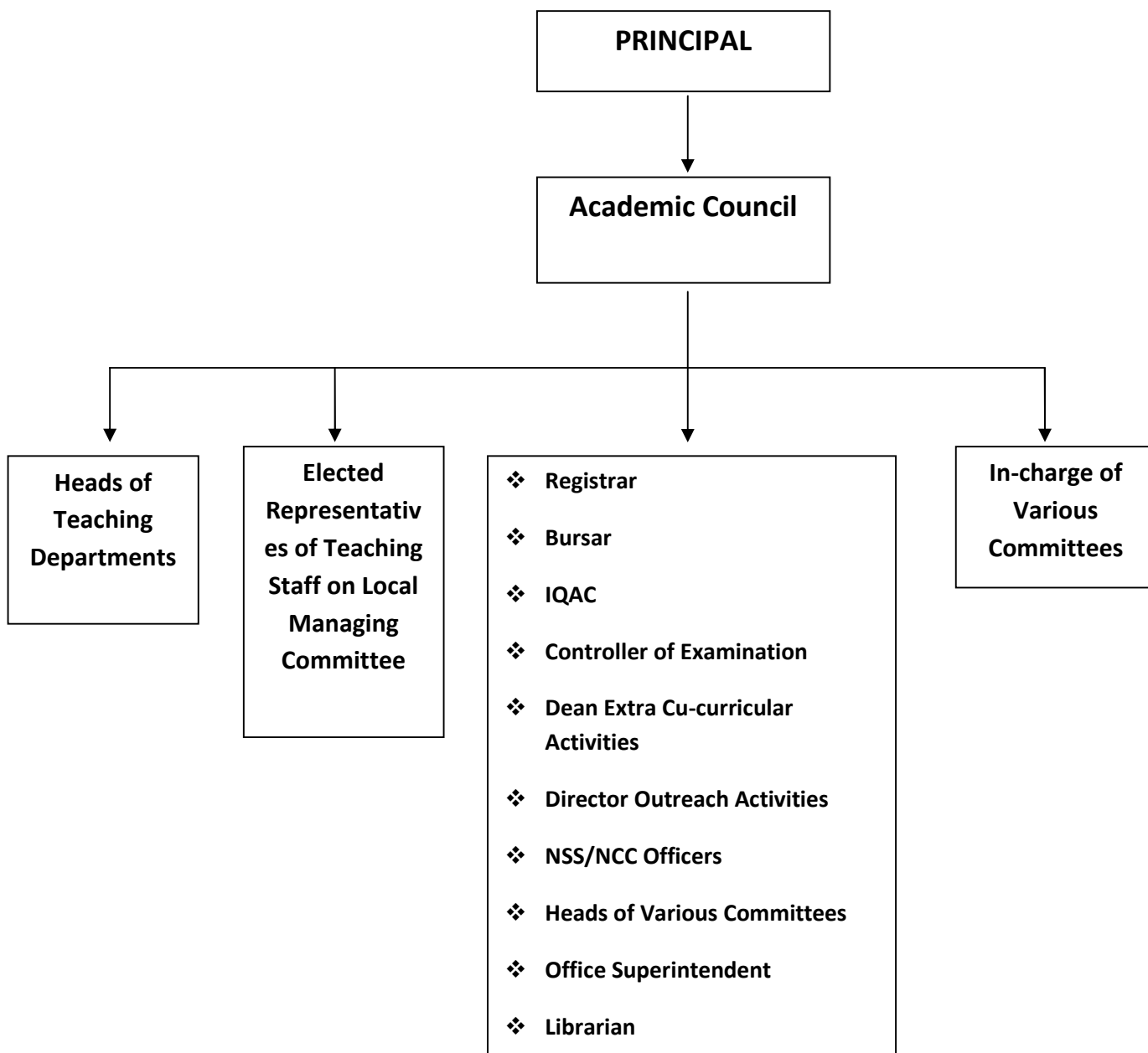
6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction

Ans. To improve teaching and learning, teachers are regularly motivated to improve themselves through up gradation of their knowledge. They are encouraged to use modern devices, like the multimedia to make the learning experience of students more enjoyable. Teachers are also motivated to improve their qualifications, by pursuing   M. Phil and Doctorate degrees. Our teachers and students are sent to participate in the community welfare programmes, like blood donation camps, religious activities, 'Nagar Kirtan', programmes against Dowry, AIDS and other social evils. We are continuing to have relations with software industries, like SUFI and private banks, like HDFC and AXIS bank, so that we could provide more job opportunities to our students.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc) is available for the top management and the stakeholders, to review the activities of the institution?

Ans. The head of the institution and staff members acquire and analyze the feedback, gathered from students, alumni and people around, about the different activities of the college. The principal discusses the adequate and necessary information with the top management in the meetings. The principal and the staff members through their personal interactions and meetings share and review the feedback with the stakeholders.

6.2.6 **How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?**

Ans. The management always encourages and involves the staff members in improving the effectiveness and efficiency of the institutional processes. Various committees are formed with the staff members and their recommendations are implemented. The staff representatives are involved in the decision making processes and their suggestions are given due recognition.

6.2.7 **Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.**

Ans. During the academic year 2011-12, following resolutions were made by the Management:

1. Efforts to be done to avoid the lapsing of the UGC grants. The proposal of Swimming Pool and Open Stadium are accepted.

2. On the behalf of the staff members, Dr Randhawa proposed that a building should be named in the memory of the founder and the most influential principal of the college, Bawa Harkishan Singh ji. The proposal to be forwarded to SES for approval.

3. The government of Punjab/India to be approached so that the college building could be conferred the status of 'Heritage Building'

4. The Secretary SES instructed the college principal to discuss the installation of iron grill at the side southern wall, nearing K. W. Kh. Sr. Sec. School, with the Vice President, SES.

5. The parking to be shifted to a new position to avoid inconvenience.

6. The central wall to be dismantled and a gate to be fitted before 30-06-2012, near K. W. Kh. Sr. Sec. School.

7. The college hall to be renovated from UGC grants and a new seminar hall to be constructed. Vice president SES, S. Kulbir Singh to be approached to discuss the site, dimensions, sitting capacity etc.

8. The employees, who have left the job and advance amount is standing against them, their advance amounts to be put into the account of dead loss and the cases, one by one to be sent to the management for the approval.

9. The case of renovating Principal house, purchasing new furniture for the same to be sent to SES for approval.

10. The terrace of the class room no 15, 16 and 17 to be tiled before the next rainy season.

11. Irreparable and unusable apparatus belonging to the Physics department to be put into the account of dead loss. The case to be sent to SES for the approval.

The resolution no, 5,9,11 have been implemented and the rest are under the process of implementation.

6.2.8 **Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?**

Ans. Till now, no such provision has been offered to the college by the affiliating university. If the university offers the provision, that can be thought of.

6.2.9 **How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship**?

Ans. The *Grievances Redressal Cell* attends, analyzes the nature of grievances and resolves the complaints. After resolving the Grievances, the complainants are again consulted to ensure that their problems have been redressed effectively. The stake holders, like parents/guardians are also invited in the college to reassure that their complaints have been dealt with appropriate solutions.

6.2.10 **During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?**

Ans. Two court cases had been filed against the institution by the two former employees, namely Mrs. Gurdeep Kaur, (Temporary Clerk) and Mr Jasbir Singh (Library Assistant) during the last four years. Mrs Gurdeep Kaur and Mr Jasbir Singh filed the court cases because their services were terminated due to the negligence in their duties. The college paid Rs 15000 and Rs 23193 respectively to the employees, as per decision of the court.

6.2.11 **Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?**

Ans. The student feedback comes from the old graduates and the present students of the college. The college Alumni Association remains in touch and provides feedback from time to time. Some of the old students are also the members of the Local Managing Committee (LMC). Their worthy suggestions are implemented as per requirements. This practice of getting feedback from the old and current students has helped us to start new courses and to create more facilities for the students.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

Ans. The teaching staff members are encouraged and allowed to attend seminars, Refresher Courses, General Orientation courses, workshops on their subjects. The non-teaching staff members are encouraged to develop professional skills. Special computer classes, along with access to the internet are arranged for these employees.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Ans. To sensitize the faculty members regarding their role and responsibilities, the institute allows them to participate in the Refresher Courses, General Orientation courses, workshops and seminars so that they could enhance their knowledge and become effective professionals. For the development of the administrative skills, the college staff is involved in most of the managerial and developmental activities.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Ans. A Self-Assessment Performa (SAP), and departmental reports, containing the information about the academic results and other activities, along with the results are submitted annually by the every faculty member. The staff members are praised and honored or reprimanded on the basis of their performance.

6.3.4 **What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?**

Ans.   The increments are awarded to the employees after reviewing the performance of the faculty members. The ACR of all the employees is maintained and the observations, along with the comments of the management are recorded in it. The promotions of the employees are made on the bases of these observations. These observations are communicated to the concerned employees by the head of the institution.

6.3.5 **What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?**

Ans.   Wards of the teaching and non-teaching staff can avail the facility of fee concessions in the traditional courses. Non-teaching staff, living in college accommodation are given free electricity and water facilities. The college gate keepers and peons are given uniforms, free of cost.

6.3.6 **What are the measures taken by the Institution for attracting and retaining eminent faculty?**

Ans.   To attract and retain the eminent faculty, better academic environment has been provided. It has been ensured that the salaries of the faculty are disbursed in time. The employees have also been encouraged to improve their knowledge and qualifications. The chief attraction for the faculty is that the institute is one of the oldest and historical colleges, with educative and visionary management.

6.4   Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Ans. The budget of the institute is planned before the commencement of the new financial year in the meetings of the management and it is reviewed quarterly and annually to check the effective and efficient utilization of the financial resources. If needed, proposals are considered before and after the finalization of the budget.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Ans. The internal audit of the institution is done annually by the CA, appointed by the management. No major objections were raised in the audit, last year. The latest internal audit was carried out on 25-05 -12.The external audit of the institution is done by the two government bodies, namely *Deputy Controller (Finance& Accounts)*, *Internal Audit Organization (Revenue) Gurdaspur* and *Officeof the Principal Accountant General (Audit) Chandigarh*. The last audit was done by these bodies on 15-12- 2009 and 13-02-2009 respectively. No major objections were raised by these bodies.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Ans. The major sources of the institutional funding are – grants from the state government, fees from the students and UGC grants. The deficit is managed from the management funds.

Statement of income and expenditure

Year	Income in Rs	Expenditure in Rs
2009-10	97,82,923.90	88,84,067.00
2010-11	2,16,56,218.00	1,88,48,436.00
2011-12	1,23,72,824.00	1,26,41,666.00
2012-13	1,78,94,527.00	1,93,01,038.00

The detailed information for the above has been provided in the attachment

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Ans. The political leaders, MPs and other government dignitaries were approached to secure additional funding. The institute also communicated with NRIs, living in America, Canada and other countries. The NRIs provided funds for the scholarships and the transportation. People were allowed to create trusts and the students were given benefits from the funds of those trusts. The same have transparently been used as per their recommendations.

Details of Grants

YEAR	MP/MLA GRANT	UGC GRANT
2009-10	9,00,000-	----
2010-11	10,50,000-	22,23,000-
2011-12	3,00,000-	12,50,000-
2012-13	----	42,50,000-

6.5 Internal Quality Assurance System (IQAC)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. **Has the institution established an Internal Quality Assurance Cell (IQAC)?   If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

b. **How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?**

c. **Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

d. **How do students and alumni contribute to the effective functioning of the IQAC?**

e. **How does the IQAC communicate and engage staff from different constituents of the institution?**

Ans.

a. Yes, an Internal Quality Assurance Cell (IQAC) has been established in the college. The institutional policy regarding quality assurance is that the institute will acknowledge the observations, analysis and recommendations of the IQAC to maintain and improve its developmental activities.

b. Since, the establishment of the IQAC in the college, most of its decisions have been approved and implemented by the management.

c.   The IQAC does not formally have any external members on its committee, yet suggestions from old students and other prominent people are taken into consideration as and when needed.

d.   Students and alumni provide the necessary feedback regarding the betterment of institution and the IQAC tries to analyze the same with deep concern.

e.   The IQAC shares the feedback of the students and alumni with staff and administration during the staff meetings. The IQAC also suggests suitable persons from different constituents of the college, to accomplish a particular task.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

Ans.   Yes, as per the institutional policy, the IQAC as an integral part of the college shoulders the responsibility of planning, doing, checking and executing its academic developmental activities. The members of the IQAC also help and support the administration to create new academic provisions for the students. On the one side the IQAC collects and analyzes the feedback from the students and alumni and on the other side, it encourages and co-operates the administration to implement the academic developmental plans of the college.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Ans.   No formal training to its staff is provided by the college to implement the quality assurance procedures. However, to execute the quality assurance plans, the administration and the IQAC always keep involving and encouraging the other staff members by sharing their valuable experience with them.

6.5.4   **Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?**

Ans.   An external review of the academic provisions is done by the university. The recommendations and suggestions of the university authorities are implemented and the objections raised by these authorities are complied with appropriate responses. These external reviews provide an insight to improve the academic provisions, made available to the students.

6.5.5   **How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?**

Ans.   The requirements of the regulatory authorities focus on quality education and our quality assurance mechanisms, enriching the programmes, try to develop overall personality of the students. Since, both the agencies are working in the same direction, so they are aligned with each other.

6.5.6   **What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?**

Ans.   The teaching and learning processes are reviewed by the administration, IQAC and the teachers collectively. The teaching schedules are planned and reviewed every year. It is mandatory for the teachers to prepare and submit their teaching plan every year. It is also ensured that the teachers are using some innovative methods along with traditional ones to teach the students. The learning processes are reviewed after analyzing the performance of students in the class tests, house tests and the university exams. The reports on the teaching and learning activities are discussed and the discrepancies, shortcomings are identified and plans are made to improve the existing situation.   The improvements are operationalized through IQAC.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Ans. The quality assurance policies, mechanisms and outcomes are communicated to the internal stakeholders in the staff meetings, student assemblies and other internal functions of the college. The same policies, mechanisms and outcomes are communicated to the external stakeholders in the college functions, annual reports and the college prospectus. Other mediums, like electronic and print media are also used to make people aware about quality outcomes.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Ans. Yes, the institute conducts a Green Audit of its campus and facilities.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?
* Energy conservation
* Use of renewable energy
* Water harvesting
* Check dam construction
* Efforts for Carbon neutrality
* Plantation
* Hazardous waste management
* e-waste management

Ans. To make the campus ecofriendly much of its area has been planted green. Approximately two thousand trees have been planted during the last four years. *Van MahaUtsav* is celebrated every year and a number of saplings are planted on the occasion. During the NSS camps also, a number of trees are planted in the campus. The e-waste material are written – off with the permission of the committee and the material is auctioned in the presence of the committee members. A silent smokeless generator set has been installed to check the noise and air pollution in the college campus.

7.2   Innovations

7.2.1   Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Ans.   The basic computer knowledge has been made compulsory for all the teachers. All the teachers have been instructed to have an email ID, so that important information could be shared instantly. This practice has enabled the teaching faculty to use computers and internet to improve their teaching practices. Students belonging to remote villages, did not have direct transportation facility, so different routes have been identified to bring the students from these villages. These students have been provided the facility of concessional transportation by the college.

7.3   Best Practices

7.3.1   Elaborate on any two best practices as per the annexed format (see page ..) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Format for Presentation of Practice

1. **Title of the Practice**

   This title should capture the keywords that describe the Practice.

Ans. The Scholarships and Concessions.

2. **Goal**

   Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words.

Ans. The aim behind this practice is to encourage students for technical and professional coursers. These scholarships also act as the morale booster for the needy and the deserving students. The institute provides economic aid of more than Rs 5,00,000 every year. The intention behind this practice is that we are committed to minimize the financial hurdles of the needy, meritorious and deserving students. These concessions provide a chance to the students to uplift themselves by getting education. Another aim behind this practice is that students study hard to get these scholarships and concessions, which ultimately leads to better results.

3. **The Context**

   Describe any particular contextual feature or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

Ans. The main challenge in designing the practice of scholarships and concessions was to decide the amount and to fix the number of students. It is a matter of immense happiness that with the passage of time, the number of students availing the scholarships and concessions has increased and the quantity of these scholarships and concessions too, has grown to a considerable extent. The other big problem to start the practice was related with the finding the sources of its funding. Later on NRIs, the local, political and social dignitaries with joint efforts of the alumni helped to overcome to this hurdle with great interest. Then the

third problem was linked with setting the criteria for this noble practice. Later on, with the consent of the management, principal and staff some criteria were decided and it was agreed upon that the students, with poor economic background and the students, with good academic performance will be given scholarships and concessions.

4.   **The Practice**

Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any, in about 400 words.

Ans.   The unique practice in the college is that a number of scholarships and concessions are provided to the students in the college. The college has maintained this practice since long time. These scholarships and concessions are given to the needy, meritorious and deserving students. Considering the economic conditions of the students, it would be difficult to manage for them to continue their higher education without the help of these scholarships and concessions. A number of people, dignitaries, former principals, NRIs and politicians have contributed to run this practice successfully. Following scholarships and concessions are provided to our students.

a.   Thirty scholarships of Rs 10,000 each are provided to the students studying in BCA 1st, 2nd and 3rd year. The donators of these scholarships are the associates of the ASP (Association of American Sikh Professionals) and NESSC (New England Sikh Study Circle) from America. Through these scholarships, the NRIs are helping to uplift the rural students of this area, who otherwise cannot afford to continue their higher studies, especially in the field of computers and IT due to their financial constraints. Their performance in the previous class is not taken into consideration while awarding these scholarships. The associates of ASP and NESSC also help to run concessional transportation for the students of our college.

b. Scholarships and concessions of worth Rs 40,000- are provided every year to the economically weak students of the college from its own resources.

c. Concessions of worth Rs 4,000-- are given to the needy students from the, Late Col Ishwar Singh Bajwa Memorial Trust.

d. Rs. 22,500- scholarships are given to the hard working students from the Bawa Harkishan Singh Memorial Trust.

e. Rs. 22500- scholarships are given from the Bal Family Educational Trust.

f. Rs. 1000- Two scholarships to meritorious students are given by the Abrol family members, in the loving memory of their son, (late) Flight Lt. Mohit Abrol. Mohit Abrol was an excellent student of the college.

g. The college also helps the maximum students to apply for and avail the center/state governments' scholarship schemes for minority, SC, BC and ST students.

h. The college provides concessional transportation of worth Rs 205525- to students from its limited resources.

Although the practice is being run successfully, yet it has some limitations. This practice creates a cut throat competition amongst students which sometimes leads to unnecessary tension and conflict in them. Sometimes students start depending too much on the scholarships, which actually depend upon the availability of donations from other people. Another constraint in this practice is that the college is located in the economically and educationally backward area, so the institute has limited financial resources. Thus most of our students expect huge concessions and scholarships. Therefore it is not possible for the college to grant these scholarships for infinite time period from its limited resources.

5. **Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.

Ans. The practice is successful, because students are continuing their study in various programmes, with the help of these scholarships and concessions. The practice has not only helped the students economically, but it has also uplifted them socially. Now being a graduate, these students are now capable to understand the importance of education and by doing some job they can also improve their economic condition. These scholarships have provided some of our students an opportunity to get training and job in different sectors, like software companies and banking organizations. The practice of providing thirty scholarships of Rs 10,000 each to the students of BCA/BSc IT has attracted students towards the computer courses. Thus the students of this area have now begun to understand the importance and relevance of these courses in society. Trends show that more students have become aware about the computer courses or the courses offering computer as an optional subject. The practice is successful in the terms of pass percentage also, since the success rate in the computer courses is much more than the other courses. These trends indicate that the students even with rural background can excel in the computer courses and the courses offering 'computer' as an optional choice, if they are supported with the facility, like scholarships and concessions.

6. **Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice in about 150 words.

Ans. A number of problems came into the way of implementation of this practice. The very first problem was related with the situation of the college in economically and educationally backward area. It is an area, where large numbers of people do not have that kind of earning, which they can facilitate the cost of education for their wards. The other big reason behind the problem is that the people are

educationally backward too. Many of them are not ready to accept the education in spite of the present practice of scholarships and concessions. Another problem with the implementation of this scheme was related with over expectation of the students. Every other student expected huge concessions in fees and tended to have the scholarship. With its limited sources, it was an uphill task to manage this practice. The government policies in the past have made the situation from worse to worst. The cuts and delays in the 95% grant have resulted in the partial or mismanagement of the financial resources. However, the visionary management, college alumni and the NRI donors from America have supported the college with their untiring efforts.

Format for Presentation of Practice

1. **Title of the Practice**

   This title should capture the keywords that describe the Practice.

Ans. College Amenities for Public Service

2. **Goal**

   Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words.

Ans. The practice was started with the aim that the people, children and the sportsmen, of all ages from the surrounding area could be provided an atmosphere, which would develop love for sports and health in them. The love for sports and health will keep them fit physically and mentally. If the people are fit physically and mentally, then they will better understand that the health of the society depends upon the education of their children. The main principle behind this practice is, "as you sow, so shall you reap." Therefore it was agreed upon that the people will be facilitated and in return, the aim and mission of the college to serve the society shall achieved. Thus it was decided that the gates of the college will remain open for the people to have their walk and the grounds will be made available for the children and the sportsmen to carry out their ventures. Since the day of its establishment, the college is shouldering this responsibility of social service incessantly.

3. **The Context**

   Describe any particular contextual feature or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

Ans. It was not so convenient to start this practice, since a lot of issues were to be resolved before the practice could be started. The first and foremost problem was related with the maintenance of the college grounds, the second problem was associated with the security of the college building and other amenities and the third problem was to find the sources for the creation and maintenance of the

facilities. To solve the first problem, the authorities of the college and the local dignitaries decided that the grounds shall be taken care by the sportsmen, players and local users under the supervision of the college. To look after the building and the property of the college, watchmen were appointed and they were given residential facilities also. To create and maintain the facilities on the college play- grounds, the management and local dignitaries together made efforts to bring capital from various sources, like political leaders, businessmen and bureaucrats of the surrounding area.

4.   The Practice

Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any, in about 400 words.

Ans.   The unique practice in the college is that the college allows people, children and sportsmen of all ages to use college play grounds, before and after the college hours. The college gates are opened daily, at 4.00 am for public. People and players start entering the college grounds early in the morning. Most of them use college track for their activities and other exercises in the hockey ground, football ground and gymnasium. Men and women of different age groups walk and jog as per their convenience. Sportsmen practice daily in the games of their choice. In the morning, games like, races, high jump, long jump, hammer throw and Kabbadi are practiced by both the professional and amateur sportsmen. Some people also carry out yogic exercises, like 'Pranayaam'(breathing exercises) and 'Aasans'(body postures). Lots of people also play cricket, football, volleyball and badminton. Men, women, boys, girls, children and sportsmen of all ages keep coming in and going out of the college grounds till 8.30 am. After the college hours, the same practice resumes round about 5.00 pm and it lasts till 8.00 pm to 8.30 pm. In this way, the college facilitates people to enjoy their leisure time and helps them to get maximum benefits in their lives during these hours. The college grounds and other infrastructure are also made available to people for social cause, like gatherings, rallies and religious programmes.

It was not that easy to start this practice. Since many problems had to be resolved before actually putting this idea into practice. The first problem was related with maintenance of the college grounds. Another problem was related with security of college building and its property. Children or teenagers knowingly or unknowingly could damage the property and other assets of the college. Some antisocial elements could harm the college building, property, parks etc. The problems related with water, electricity, separate toilets and washrooms for men and women needed to be solved forehand. Some people viewed it wastage of money and some thought it a thankless job. Another aspect was related with the identification of sources, for sustenance of these amenities and facilities. These constraints and limitations stood strongly on the way and they made it almost impossible to implement the practice. Later on, with the management and administration with the cooperation of some strong headed dignitaries surmounted the constraints and limitations. With their courage, confidence and strong will power, they began and managed the practice successfully.

5. **Evidence of Success**

    Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.

Ans. The practice was started, viewing that people, children and the sportsmen, of all ages of the area could be provided an atmosphere, which would develop love for sports and health in them. Since the practice is still continuing incessantly, it can be said that the performance in developing love for sports and health among people, is excellent till now. This is so because the people are increasingly coming in the college grounds to keep themselves fit. Sportsmen practice daily in the games of their choice. In the morning, games like, races, high jump, long jump, hammer throw and Kabbadi are practiced by both the professional and amateur sportsmen. Lot of sports persons with district, state, national and international achievements have emerged due to the continuation of this practice. The success of the practice indicates that the institute is contributing in human resource development. If this continues, it is hoped that the one day,

college grounds would become the sanctuary of sportsmen in different sports This also indicates that the institute will continue to have healthy relations with the neighboring institutes, since all of them depend upon our college grounds for carrying out their sports and other activities.

6. **Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice in about 150 words.

Ans. The first and foremost problem was related with the maintenance of the college grounds, the second problem was related with the security of the college building and other amenities and the third problem was to find the sources for the creation and maintenance of the facilities. The problems related with water, electricity, separate toilets and washrooms for men and women needed to be solved forehand. To solve the first problem, night/day watchmen, security personals were required to look after the college building and the property of the college. For this a lot of money was essentially needed at the disposal of the college authorities. The support and cooperation of local dignitaries, political leaders, businessmen and bureaucrats was urgently needed to create and maintain the facilities on the college play- grounds.

Part-D

1	2	3	4	5	6	7	8
Departments	Year of Estb.	Name of Courses Offered	Names of Interdisciplinary Courses	Annual/Semester Credit System	Participation in other department	Courses in collaboration with other universities	Details of Courses/Programmes discontinued (if any) with reasons
PG Department of Computer Science and Applications	2001	UG:- BCA, B.Sc (I.T),B.A(Comp. App/Comp. Sc) PG:- M.Sc (I.T) Diploma: DCA, PGDCA	BA with Comp. App and BSc Comp Sc, B. Com	Semester System	BA with Comp. App and BSc Comp Sc, B. Com	N/A	Nil
PG Department of Punjabi	1938 (Before Partition), 1948 (After Partition)	UG and PG	BCA, B. Sc IT, B. Com	Semester System	Science Dept., Computer Dept. and Commerce Dept.	N/A	Nil
English	1938 (Before Partition), 1948 (After Partition)	UG	Humanities Computer Science Commerce	Semester System	The department deals with the subject :- BCA, B. Sc. (IT) & B. Com	N/A	Nil
History	1938 (Before Partition), 1948 (After Partition)	UG	Humanities	Semester System	None	N/A	Nil
Political Science	1938 (Before Partition), 1948 (After Partition)	UG	Humanities	Semester System	Nil	N/A	Nil

1	2	3	4	5	6	7	8
Departments	Year of Estb.	Name of Courses Offered	Names of Interdisciplinary Courses	Annual/Semester Credit System	Participation in other department	Courses in collaboration with other universities	Details of Courses/Programmes discontinued (if any) with reasons
Mathematics	1938 (Before Partition), 1948 (After Partition)	UG	B.A. B. Sc. BCA B. Sc. (IT)	Semester System	B.A. B. Sc. BCA	N/A	Nil
Physics	1948	UG	Nil	Semester System	Nil	N/A	Nil
Chemistry	1938	UG	Nil	Semester System	Nil	N/A	Nil
Economics	1948	UG	Commerce	Semester System	Commerce	N/A	Nil
Commerce	2012	UG	Economics	Semester System	Economics	N/A	Nil
Hindi	1938 (Before Partition), 1948 (After Partition)	UG	Humanities	Semester System	Nil	N/A	Nil
Physical Education	1938 (Before Partition), 1948 (After Partition)	UG	Humanities	Semester System	None	N/A	Nil

		9.		10.				
		Number of Teaching Staff		**Faculty Profile**				
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience
Computer Sc.	**Associate Professor**	--	--	--	--	--	--	--
	Assistant Professor	12	12	Harkawal Singh	MCA, M. Phil	Assistant Professor	Data Base	6 years
				Satwinder Singh	MCA	Assistant Professor	Programming	7 years
				Rajiv Kumar	MCA	Assistant Professor	Networking	3 years
				Mamta Sharma	MCA, M. Tech	Assistant Professor	Soft Computing	8 years
				Anupreet Kaur	B. Tech, M. Tech	Assistant Professor	Operating System	1 year
				Dilpreet Kaur	MCA	Assistant Professor	Net Working	4 years
				Kirandeep Kaur	MCA	Assistant Professor	System Software	2 years
				Kuldeep Kaur	M. Sc.	Assistant Professor	--	2 years
				Harjinder Kaur	MCA	Assistant Professor	Operating System	6 years
				Amandeep Kaur	MCA	Assistant Professor	Net Working	6 years
				Daljeet Kaur	M. Sc.	Assistant Professor	--	1 year
				Bhalinder Singh	MCA	Assistant Professor	Programming	2 year

		9.		10.				
		Number of Teaching Staff		**Faculty Profile**				
		Sanctioned	Filled	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
Punjabi	**Associate Professor**	01	01	Sarabjit Kaur	M. A., M. Phil	Associate Professor	Poetry	26 years
	Assistant Professor	04	04	Harpreet Singh Hundal	M. A., M. Phil, Ph.D	Assistant Professor	Poetry	10 years
				Pawandeep Kaur	Ph.D	Assistant Professor	Poetry	7 years
				Gurinder Kaur	Ph.D	Assistant Professor	Poetry	7 years
				Kulwinder Kaur	M. Phil	Assistant Professor	Fiction	10 years

	9.		10.					
	Number of Teaching Staff		**Faculty Profile**					
		Sanctioned	**Filled**	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
English	**Associate Professor**	--	--	--	--	--	--	--
	Assistant Professor	02	02	Gurdeep Singh	M. A., M. Phil, SLET	Assistant Professor	Linguistics	11 Years
				Gurkamalpreet Kaur	M. A.	Assistant Professor	--	1 year
History		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience
	Associate Professor							
	Assistant Professor	01	01	Ms. Navjeet Kaur	M. A.	Assistant Prof.	--	--

		9.		10.				
		Number of Teaching Staff		**Faculty Profile**				
		Sanctioned	**Filled**	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
Political Science								
	Associate Professor	01	01	Gurinder Singh	M. A., M. Phil	Associate Prof.	International Relations	21 Years
	Assistant Professor	--	--					
Mathematics		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience
	Associate Professor	01	01	Dr. Kulwant Singh Randhawa	M. Sc., M. Phil, Ph.D	Associate Prof.	Seismology	25 years
	Assistant Professor	01	01	Sakshi	M. Sc.	Assistant Prof.	Applied Mathematics	1 year

		9.		10.				
	Number of Teaching Staff			**Faculty Profile**				
Physics		**Sanctioned**	**Filled**	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
	Associate Professor	01	01	Kulwinder Singh	M. Sc., M. Phil	Associate Prof.	Radiation Physics	20 years
	Assistant Professor	01	01	Randhir Singh	M. Sc., B. ed.	Assistant Prof.	Nuclear Physics	3 years
Chemistry	**Number of Teaching Staff**							
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience
	Associate Professor	01	01	Sandeep Kaur	M. Sc., M. Phil, Ph.D	Associate Prof.	Inorganic Chemistry	22 years
	Assistant Professor	01	01	Sukhjindervir Singh	M. Sc., B. ed.	Assistant Prof.	--	2 years

		9.		10.				
		Number of Teaching Staff		**Faculty Profile**				
		Sanctioned	**Filled**	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
Economics	**Associate Professor**	01	01	Sukhpal Kaur	M. Sc., M. Phil	Associate Prof.	Agriculture	22 Years
	Assistant Professor	--	--					
Commerce		**Sanctioned**	**Filled**	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
	Associate Professor	--	--					
	Assistant Professor	02	02	Manpreet Kaur	M. Com, Net	Assistant Prof.	--	1 years
				Parminder Kaur	M. Com	Assistant Prof.	--	2 years

		9.		10.				
		Number of Teaching Staff		**Faculty Profile**				
		Sanctioned	**Filled**	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience
Hindi	**Associate Professor**	--	--					
	Assistant Professor	01	01	Neeraj Bala	M. A.	Assistant Prof.	--	1 year
Physical Education		**Sanctioned**	**Filled**	**Name**	**Qualification**	**Designation**	**Specialization**	**Experience**
	Associate Professor	--	--					
	Assistant Professor	01	01	Shamsher Singh	M. PED, M. Phil	Assistant Prof.	Hockey	5 years

	11	12	13	14	15	16
Departments	List of Senior Visiting faculty	% of lectures delivered and practical classes handled by temporary faculty	Student-Teacher Ratio (Programme Wise) 2013-2014	Number of academic support staff (technical) and administrative staff, sanctioned and filled	Qualification of teaching faculty	Number of faculty with ongoing projects from a) National b) International agencies and grants received
PG Department of Computer Science and Applications	Mr. Narinder Singh, Associate Professor Mr. Harprabhdeep Singh, Assistant Professor	80%	M. Sc. (IT) - 15 : 1 BCA/BSc (IT) 16 : 1 PGDCA 8 : 1 DCA 8 : 1 BA (CAP) 42 : 1 B. sc. (CSC) 31 : 1	Technical staff – Sanctioned Filled 01 01 Non-Technical – Sanctioned Filled 01 01	M. Phil – 1 PG = 11	--
PG Department of Punjabi	Mr. Ranjit Singh Bajwa Dr. Sukhdev Singh Khehra Dr. Sohinder Bir Singh Dr. Harwinder Bhandal Dr.Harbhajan Singh Hundal Dr. Tejwant Singh Dr. Surjit Singh Bahtti Dr. Sukhdev Singh Dr. Sarbjit Singh Dr. Jarnail Singh Mr. Baldev Singh Mr. Makhan Singh Mr. Sulakhan Singh Mr. Talwinder Singh Mr. Amarjit Sufi	60%	M. A. 10 : 1 B. A. 120 : 1 BCA/BSc (IT) 43 : 1	--	Ph.D - 3 M. Phil - 2	--

	11	12	13	14	15	16
Departments	List of Senior Visiting faculty	% of lectures delivered and practical classes handled by temporary faculty	Student-Teacher Ratio (Programme Wise) 2013-2014	Number of academic support staff (technical) and administrative staff, sanctioned and filled	Qualification of teaching faculty	Number of faculty with ongoing projects from a) National b) International agencies and grants received
English	Dr. Sukhdev Singh, GNDU, Asr. Dr. Parminder Singh, GNDU, Asr. Prof. R. L. Rikhi, BUCC, Batala	50%	BA I 125 : 1 BAII 90:1 BAIII 61:1 B. Sc. 73 : 1 B. Sc. (IT) 6 : 1 BCA- 40 : 1 B. Com 30 : 1	--	M. Phil = 1 PG = 1	--
History	None	100%	BA -I 179 : 1 B. A.-II 106 : 1 B. A.-III 95 :1	--	PG = 1	--
Political Science	1. Dr H K Puri, Former Prof and Head Dept of Pol Sc, GNDU, Amritsar. 2. Dr SS Narang, Former Prof and Head Dept of Pol Sc, GNDU, Amritsar. 3. Dr Jagroop Singh, Prof Dept of Pol Sc, GNDU, Amritsar. 4. Dr RS Sandhu, Associate Prof, Dept of Pol Sc, GNDU, Amritsar.	N/A	B. A.-I - 55 : 1 B. A.-II - 39 : 1 B. A.-III - 33 : 1	--	M. Phil – 1	--
Mathematics	None	50%	B. A.-I - 41 : 1 B. A.-II - 61 : 1 B. A.-III - 22 : 1 BCA/BSc(IT) - 45 : 1	--	Ph.D – 1 PG - 1	--

	11	12	13	14	15	16
Departments	List of Senior Visiting faculty	% of lectures delivered and practical classes handled by temporary faculty	Student-Teacher Ratio (Programme Wise) 2013-2014	Number of academic support staff (technical) and administrative staff, sanctioned and filled	Qualification of teaching faculty	Number of faculty with ongoing projects from a) National b) International agencies and grants received
Physics	--	50%	B. Sc.I - 31 :1 B. Sc.II - 36:1 B. Sc.III - 12:1	Technical staff – Sanctioned Filled 02 02	M. Phil = 1 PG = 1	--
Chemistry	None	50%	B. Sc.I - 12 :1 B. Sc.II - 10:1 B. Sc.III - 04:1	Technical staff – Sanctioned Filled 02 01	Ph.D – 1 PG - 1	--
Economics	Nil	Nil	B. Sc.I - 27 :1 B. Sc.II - 29:1 B. Sc.III - 18:1	--	M. Phil- 1	--
Commerce	None	Nil	B. Com-I – 09 : 1 B. Com-II– 06 : 1	--	PG- 1	--
Hindi	None	100%	B. A. – 08 : 1	--	PG – 1	--
Physical Education	None	N/A	B. A.-I - 145 : 1 B. A.-II - 80 : 1 B. A.-III - 21 : 1	Non –Technical Staff = 01	M. Phil – 1	--

	17	18	19	20	21	22
Departments	Departmental projects funded by DST-FIST UGC, DBT, ICSSR etc. and total grants received	Research/facility recognized by the University	Publications	Areas of consultancy and income generated	Faculty as members in a) National Committees b) International Commt c) Editorial Boards	Student Projects a) % of students who have done in-house projects including inter departmental/programme b) % of students placed for projects in organizations outside the institution i.e. Research Laborta
PG Department of Computer Science and Applications	--	--	--	--	--	4 students of BCA-III were selected for industrial training at SUFI (IT Park) Chandigarh. 14 students of MSc (IT) took industrial training from Chandigarh
PG Department of Punjabi	UGC Sponsored Seminar	--	Five papers of Dr. H S Hundal and one paper by Dr. Pawandeep Kaur have been published in the different journals of national repute. Four books have been edited and one book has been authored by Dr Hundal.	--	Dr Harpreet Singh Hundal is the member of *Kendri Punjabi Lekhak Sabha* and *Punjabi Sahit Academy Ludhiana.* Mrs. Sarabjit Kaur, Member Sabhyacharak Pir, Gurdaspur	--
English	--	--	1. Mr. Gurdeep Singh, Assistant Prof. English co-authored a book of poems of Punjabi " Mitran de Bol" 2. Associative editor refereed General of English Literature "Aesthetic" 3. One paper, *Structuring a Short Story,* published in the same refereed journal	--	Mr. Gurdeep Singh, Assistant Prof. English is the Associative Editor of a refereed journal of English literature, *Aesthetic*.	Communication Skills BCA B. Sc. (IT)

Departments	**17** Departmental projects funded by DST-FIST UGC, DBT, ICSSR etc. and total grants received	**18** Research/facility recognized by the University	**19** Publications	**20** Areas of consultancy and income generated	**21** Faculty as members in a) National Committees b) International Commt c) Editorial Boards	**22** Student Projects a) % of students who have done in-house projects including inter departmental/programme b) % of students placed for projects in organizations outside the institution i.e. Research Laborta
History	UGC Sponsored Seminar	--	Three Books by Former Prof. Balwant Singh Malhi	--	--	--
Political Science	UGC Sponsored Seminar	--	--	--	--	--
Mathematics	--	--	Four papers published in the in peer reviewed journals.	--	--	--
Physics	--	--	--	--	--	--
Chemistry	--	--	--	--	--	--
Economics	--	--	--	--	--	--
Commerce	--	--	--	--	--	--
Hindi	--	--	--	--	--	--
Physical Education	--	--	--	--	--	--

Departments	23 Awards/Recognitions received faculty and students	24. List of eminent academicians and scientists visitors to the department	25 Seminar/Conference/Workshops organized & the source of funding
PG Department of Computer Science and Applications	--	Mr. Narinder Singh, Associate Professor Mr. Harprabhdeep Singh, Assistant Professor	--
PG Department of Punjabi	--	Mr. Ranjit Singh Bajwa Dr. Sukhdev Singh Khehra Dr. Sohinder Bir Singh Dr. Harwinder Bhandal Dr.Harbhajan Singh Hundal Dr. Tejwant Singh Dr. Surjit Singh Bahtti	A UGC sponsored national seminar on *Punjabi Poetry of the Last Two Decades in the Twentieth Century - Changing Trends*.
English	--	Dr Sukhdev Singh, HOD, English Dept. GNDU, Amritsar. Dr Guupdesh Singh, former HOD, English Dept. GNDU, Amritsar. Dr Parminder Singh, former HOD, English Dept. GNDU, Amritsar.	An Extension Lecture on *Developing Spoken Skills in Rural Students*
History	--	None	UGC Sponsored Seminar
Political Science	--	Dr H K Puri, Former Prof and Head Dept of Pol Sc, GNDU, Amritsar. Dr SS Narang, Former Prof and Head Dept of Pol Sc, GNDU, Amritsar. Dr Jagroop Singh, Prof Dept of Pol Sc, GNDU, Amritsar. Dr RS Sandhu, Associate Prof, Dept of Pol Sc, GNDU, Amritsar. Dr Parminder Singh, former HOD, English Dept. GNDU, Amritsar.	National : UGC sponsored National Seminar on Human Rights. The funds for the same were provided by the UGC.
Mathematics	--	Dr. R. K. Tuli, SSM College, Dinanagar	--

Departments	23 Awards/Recognitions received faculty and students	24. List of eminent academicians and scientists visitors to the department	25 Seminar/Conference/Workshops organized & the source of funding
Physics	--	DR. Bikramjit Singh Bajwa, GNDU , Asr.	--
Chemistry	--	Dr. Poonam Sharma, Govt. College, Gurdaspur Mrs. Davinder Kaur, BUC College, Batala	--
Economics	--	Dr. Sharanjit Dhillon, GNDU, Amritsar	--
Commerce	--	Dr. G. S. Bhalla, GNDU, Amritsar	--
Hindi	--	--	--
Physical Education	--	Mr. Gurnam Singh, National Level Player in Kabbadi & Athletics Mr. Gurdial Singh Chitta, Former International Player & Coach Kabbadi Mr. Gurmej Singh , Coach, Athletics	--

	26					27			
	Student Profile Programme/Course wise (2012-2013)					**Diversity of Students**			
	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
English	BA- I	225	225	152	73	69.06%	BA- I	100%	--	--
	BA-II	99	99	42	57	85.55%	BA-II	100%	--	--
	BA-III	115	115	23	92	79.09%	BA-III	100%	--	--
	BSc-I	65	65	19	46	96.56%	BSc-I	100%	--	--
	BSc-II	28	28	05	23	100%	BSc-II	100%	--	--
	BSc-III	23	23	06	17	100%	BSc-III	100%	--	--
	BCA-I	54	54	27	27	95.74%	BCA-I	100%	--	--
	B. Sc.-I (IT)	07	07	05	02	91.66%	B. Sc.-I (IT)	100%	--	--
	B. Com-I	19	19	09	10	71.42%	B. Com-I	100%	--	--

	26					27			
	Student Profile Programme/Course wise (2012-2013)					**Diversity of Students**			
	Class	Application Received	Select ed	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
Comp. Sc.	BCA-I, II, III	90	90	39	51	95.59%	BCA-I, II, III	100%	--	--
	B. sc. (IT)-I, II, III	20	20	07	13	100%	B. sc. (IT)-I, II, III	100%	--	--
	PGDCA	26	26	05	21	100%	PGDCA	100%	--	--
	M. Sc. (IT)-I, II	54	54	12	42	100%	M. Sc. (IT)-I, II	100%	--	--
	B. A. (CAP)-I, II, III	124	124	80	44	80%	B. A. (CAP)-I, II, III	100%	--	--
	B. Sc. (CS)-I, II, III	95	95	40	55	87.87%	B. Sc. (CS)-I, II, III	100%	--	--
	DCA	16	16	16	--	50%	DCA	100%	--	--

	26						27			
	Student Profile Programme/Course wise (2012-2013)						**Diversity of Students**			
	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
Punjabi	BA/BSc	600	600	247	353	99.59%	BA/BSc	100%	--	--
	BCA	54	54	27	27	94.68%	BCA	100%	--	--
	BSc(IT)	07	07	05	02	66.65%	BSc(IT)	100%	--	--
	MA	50	50	05	45	100%	MA	100%		

	26					27			
	Student Profile Programme/Course wise (2012-2013)					**Diversity of Students**			
History	Class	Application Received	Selected	**Enrolled**		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
	B.A.-I	185	185	131	54	70.73%	B. A.-I	100%	--	--
	B. A-II	93	93	55	38	94.04%	B. A-II	100%	--	--
	B. A.-III	66	66	02	64	96.47%	B. A.-III	100%	--	--
									--	--

	Student Profile Programme/Course wise (2012-2013)					Diversity of Students			
	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
Pol. Sc.				M	F					
	B.A.-I	53	53	13	40	63.74%	B. A.-I	100%	--	--
	B. A-II	33	33	28	05	70.83%	B. A-II	100%	--	--
	B. A.-III	71	71	08	63	89.33%	B. A.-III	100%	--	--

	26					27			
	Student Profile Programme/Course wise (2012-2013)					Diversity of Students			
	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
Maths	BSc-I	65	65	19	46	88.04%	BSc-I	100%	--	--
	BSc-II	28	28	05	23	83.33%	BSc-II	100%	--	--
	BSc-III	23	23	06	17	65.21%	BSc-III	100%	--	--
	BCA-I	54	54	27	27	48.54%	BCA-I	100%	--	--
	B. Sc.-I (IT)	07	07	05	02	91.66%	B. Sc.-I (IT)	100%	--	--

	26.					27.			
	Student Profile Programme/Course wise (2012-2013)					**Diversity of Students**			
Physics	Class	Application Received	Selected	Enrolled	Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
	B. Sc.-I	43	43	15	28	84.73%	B. Sc.-I	100%	--	--
	B. Sc-II	14	14	10	04	91.66%	B. Sc-II	100%	--	--
	B. Sc.-III	15	15	13	02	93.33%	B. Sc.-III	100%	--	--
									--	--
	Student Profile Programme/Course wise (2012-2013)					**Diversity of Students**			
Chemistry	Class	Application Received	Selected	Enrolled	Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
	B. Sc.-I	15	15	6	9	85.90%	B. Sc.-I	100%	--	--
	B. Sc-II	7	7	6	1	83.33%	B. Sc-II	100%	--	--
	B. Sc.-III	2	2	2	0	100%	B. Sc.-III	100%	--	--

		26.					27.			
		Student Profile Programme/Course wise (2012-2013)					Diversity of Students			
	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
Economics	B.A/B. Sc.-I	30	30	06	24	97.61%	B.A/B. Sc.-.-I	100%	--	--
	B.A/B. Sc.--II	22	22	16	06	90.90%	B.A/B. Sc.--II	100%	--	--
	B.A/B. Sc.-III	23	23	16	07	100%	B.A/B. Sc.-.-III	100%	--	--
									--	--
Commerce	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
	B.Com.-I	14	14	05	09	89.28%	B. Com-I	100%	--	--

	26.					27.			
	Student Profile Programme/Course wise (2012-2013)					**Diversity of Students**			
Hindi	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
	B. A-II	11	11	08	03	100%	B. A-II	100%	--	--
	B. A.-III	18	18	12	06	100%	B. A.-III	100%	--	--
Physical Edu.	Class	Application Received	Selected	Enrolled		Pass %	Name of the Course	% of students from same state	% of students from Other states	% of students from abroad
				M	F					
	B.A.-I	174	174	137	37	80.37%	B. A.-I	100%	--	--
	B. A-II	57	57	19	38	96.22%	B. A-II	100%	--	--
	B. A.-III	16	16	07	09	100%	B. A.-III	100%	--	--

Departments	28 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.	29 Student progression	30 Details of Infrastructural facilities a) Library b) Internet facilities for Staff & Students c) Class rooms with ICT facility d) Laboratories	31 Number of students receiving financial assistance from college, university, government or other agencies	32 Details on student enrichment programmes (special lectures / workshops / seminar) with external experts	33 Teaching methods adopted to improve student learning
PG Department of Computer Science and Applications	None	UG to PG 80% Campus Selection – 9% Other Than campus – 30% Self Employed – 10%	(a) Library = There is no separate departmental library. b) Internet facilities c) Laboratories = 03	Common List Attached	Seminar on software Engineering Seminar on Operating System Trip to Virasat-e-Khalsa	Lectures, Projector, Audio-Video Aids, Discussions etc.
PG Department of Punjabi	04	UG to PG – 50% PG to M. Phil – 10% PG to Ph.D – 5%	Library	Common List Attached	None	Lectures, Motivation, Tests, Inter class Quiz and Library periods.

	28	29	30	31	32	33
Departments	How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.	Student progression	Details of Infrastructural facilities a) Library b) Internet facilities for Staff & Students c) Class rooms with ICT facility d) Laboratories	Number of students receiving financial assistance from college, university, government or other agencies	Details on student enrichment programmes (special lectures / workshops / seminar) with external experts	Teaching methods adopted to improve student learning
English	--	UG to PG 10%	a) Books, concerning the department, are there in the main library of the college. b) Library c) No class rooms with ICT facility are available. d) Language lab is not there in the institute.	Common List Attached	In the academic session 2012-2013, the department organized, Special lecture on *Importance of learning English language*, by Prof RL Rikhi, former head, Dept. of English, BUCC, Batala.	Along with traditional lecture method, student interaction, surprise questions, discussions, multimedia were adopted to improve student learning
History	--	UG to PG 20%	Library	Common List Attached	--	Along with traditional lecture method, student interaction, surprise questions, discussions, multimedia were adopted to improve student learning.

	28	29	30	31	32	33
Departments	How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.	Student progression	Details of Infrastructural facilities a) Library b) Internet facilities for Staff & Students c) Class rooms with ICT facility d) Laboratories	Number of students receiving financial assistance from college, university, government or other agencies	Details on student enrichment programmes (special lectures / workshops / seminar) with external experts	Teaching methods adopted to improve student learning
Political Science	--	UG to PG 10%	Library	Common List Attached	--	Along with traditional lecture method, student interaction, surprise questions, discussions, multimedia were adopted to improve student learning.
Mathematics	--	UG to PG = 50%	Library	Common List Attached	Nil	Discussions, Motivation, Surprise questioning
Physics	02	UG to PG = 20%	Library	Common List Attached	Visit to Pushpa Gujral Science City, Kapurthala	Along with traditional lecture method, student interaction, discussions, multimedia were adopted to improve student learning.

	28	29	30	31	32	33
Departments	How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.	Student progression	Details of Infrastructural facilities a) Library b) Internet facilities for Staff & Students c) Class rooms with ICT facility d) Laboratories	Number of students receiving financial assistance from college, university, government or other agencies	Details on student enrichment programmes (special lectures / workshops / seminar) with external experts	Teaching methods adopted to improve student learning
Chemistry	--	UG to PG = 10%	Library Lab	Common List Attached	Visit to Pushpa Gujral Science City, Kapurthala	Along with traditional lecture method, student interaction, surprise tests, Class Seminars, Models, OHP were adopted to improve student learning.
Economics	--	UG to PG = 20%	Library	Common List Attached	--	Lectures, Motivation, Tests, Inter class Quiz.
Commerce	--	--	Library	Common List Attached	--	Along with traditional lecture method, student interaction, surprise questions and discussions were adopted to improve student learning.

	28	29	30	31	32	33
Departments	How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.	Student progression	Details of Infrastructural facilities a) Library b) Internet facilities for Staff & Students c) Class rooms with ICT facility d) Laboratories	Number of students receiving financial assistance from college, university, government or other agencies	Details on student enrichment programmes (special lectures / workshops / seminar) with external experts	Teaching methods adopted to improve student learning
Hindi	--	UG to PG = 10%	Library	Common List Attached	--	Along with traditional lecture method, student interaction, surprise questions, discussions were adopted to improve student learning.
Physical Education	--	UG to PG = 10%	Library	Common List Attached	--	Along with traditional lecture method, student interaction, surprise questions, discussions were adopted to improve student learning.

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Departments	**Participation in Institutional Social Responsibility (ISR) and Extension activities**
PG Department of Computer Science and Applications	The department of Computer Sc. actively participates in religious functions organized by the College. The department also organizes educational/recreational tours. The staff along with the students voluntarily take part in community Kitchen services.
PG Department of Punjabi	Extension activities: Educational Tour, *Chetna* Rally, *International* Celebrated *Punjabi MAA Boli Divas*
English	Students are motivated to participate in the ISR and Extension activities. The teachers and students of the department enthusiastically participate in these activities. Apart from shouldering different responsibilities in various committees of the college, the head of the department, takes special interest to train the students in music, theatre and literary activities.
History	Students are motivated to participate in the ISR and Extension activities. The teachers and students of the department enthusiastically participate in these activities.
Political Science	The teachers and students of the department enthusiastically participate in ISR.
Mathematics	The teachers and students actively participate in religious, sports and social activities.
Physics	Students are motivated to participate in the ISR and Extension activities. Apart from academics, teachers and students take special interest in religious activities.
Chemistry	The teachers and students of the department enthusiastically participate in social and religious activities.
Economics	Students are motivated to participate in extension activities.

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Departments	**Participation in Institutional Social Responsibility (ISR) and Extension activities**
Commerce	The teachers and students of the department enthusiastically participate in different activities of the College.
Hindi	Students are motivated to participate in the ISR and Extension activities. The teachers and students of the department enthusiastically participate in these activities.
Physical Education	The teachers and students of the department enthusiastically participate in maintaining College Play grounds as well as other activities of the College.

35. SWOC Analysis

Strengths

- Various Courses at UG and PG levels along with diploma, certificate courses.

- Sufficient infrastructure to carry out regular classes, practical's and seminars.

- To run the activities in sports, the College has standard six lane track, separate grounds for Cricket, Football & Hockey along with Badminton, volleyball and Basketball. Swimming pool is the pride possession of the College.

- Our Computer & Science Labs are equipped with the latest tools which help to impart quality education.

- Apart from curricular & co-curricular activities, the Students of the College organizes & participate in Cultural, Fine Arts, Music, theatre items.

- We can proudly say that all the activities are student centered and in the direction of providing quality education for the welfare of their education.

Weaknesses

- Since most of the students are from rural & poor socio economic background therefore ability level is quite low.

- Recently, many education shops have mushroomed, which are affecting the strength of the College badly.

- There is lack of interest in research related activities in both teachers and students.

- Feedback activities from the alumni and other sources are not so regular which affects the overall performance in a deterrent way.

- Most of the students have different educational & economical backgrounds, their learning needs cannot be served under one policy.

- Cultural exchange programmes, Community Service activities need to be strengthened.

Opportunities

- To start some PG Courses like M. A. In English, History, Pol. Sc.
- To establish a Language Lab, an Auditorium and two or more Seminar Halls.
- To install Multimedia Technology in the class rooms.
- To start subjects like : Sociology, Philosophy at UG level.

Challenges

- There is a big challenge to maintain the strength of students in the traditional Courses like : B. A. & B. Sc.
- It is also a challenge for us to motivate economically & socially backward students to develop Critical thinking, language skills and interest in latest technology.
- Our students lack soft skills, interest in research and proficiency skills therefore we have to cope up the situation on war scale.
- Increasing Cost of higher education is incredibly deterrent for students and the society.

Part-E

PLAN OF SIKH NATIONAL COLLEGE AT QUADIAN DISTT. GURDASPUR.

TITLE:- MAIN BLOCK (FIRST FLOOR PLAN)

SCALE:- N.T.S.   DATE:- 02-04-2011

DRG. NO:- 2   SHEET NO:- 2/4

DEALT BY:-

KAMYA ENGINEERS & CONSULTANTS PVT.LTD.
10-GIAN COLONY, NEAR 22NO. PHATAK, PATIALA.
Ph./Fax. 0175-2300934, E-mail- kamyaeng@gmail.com

MAIN BLOCK (FIRST FLOOR PLAN)

PLAN OF SIKH NATIONAL COLLEGE AT QUADIAN DISTT. GURDASPUR.

TITLE:- MAIN BLOCK (GROUND FLOOR PLAN)

SCALE:- N.T.S.   DATE:- 02-04-2011

DRG. NO:- 1   SHEET NO:- 1/4

DEALT BY:-

KAMYA ENGINEERS & CONSULTANTS PVT.LTD.
10-GIAN COLONY, NEAR 22NO. PHATAK, PATIALA.
Ph./Fax. 0175-2300934, E-mail- kamyaeng@gmail.com

MAIN BLOCK (GROUND FLOOR PLAN)

SIKH NATIONAL COLLEGE, QADIAN

BUDGET PROPOSAL 2013-2014

INCOME	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
95% Deficit Grant-in -Aid	10259679	10721290	27470581	12404450
Management Fund	2180890	1880000	2252203	3406000
General Purpose Fund	3274674	3647000	4529670	4262000
Amalgamated Fund	257377	360000	324733	480000
Self Financing Courses	2521460	2800000	2750000	3000000
Total	**18494080**	**19408290**	**37327187**	**23552450**

EXPENDITURE	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
95 % Deficit Grant-in -Aid	13178044	11400000	18173088	12500000
Management Fund	2610973	1863400	2921466	3359200
General Purpose Fund	2510096	2755000	2862153	3418000
Amalgamated Fund	317290	326000	313571	466000
Self Financing Courses	1725276	2040000	1782724	2255000
Total	**20341679**	**18384400**	**26053002**	**21998200**

95% Deficit Grant-in-Aid

Particulars	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Income	10259679	10721290	27470581	12404450
Expenditure	13178044	11400000	18173088	12500000
Excess of Expenditure over Income	**2918365**	**678710**	**-9297493**	**95550**

Management Fund

Particulars	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Income	2180890	1880000	2252203	3406000
Expenditure	2610973	1863400	2921466	3359200
Excess of Income over Expenditure	**-430083**	**16600**	**-669263**	**46800**

General Purpose Fund

Particulars	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Estimated Total 2012-2013 (In Rs.)	Estimated 2013-2014
Income	3274674	3647000	4529670	4262000
Expenditure	2510096	2755000	2862153	3418000
Excess of Income over Expenditure	**764578**	**892000**	**1667517**	**844000**

Amalgamated Fund

Particulars	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Income	257377	360000	324733	480000
Expenditure	317290	326000	313571	466000
Excess of Income over Expenditure	**-59913**	**34000**	**11162**	**14000**

Self Financing Courses

Particulars	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Estimated Total 2012-2013 (In Rs.)	Estimated 2013-2014
Income	2521460	2800000	2750000	3000000
Expenditure	1725276	2040000	1782724	2255000
Excess of Income over Expenditure	**796184**	**760000**	**967276**	**745000**

95% Deficit Grant-in-aid

INCOME	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Admission Fee **(Prescribed by Pb. Govt.)**	5520	5890		6750
Tuition Fee **(Prescribed by Pb. Govt.)**	101000	100000	233095	120000
Late Admission Fee	--	3000		5000
Fines	74630	40000		45000
95% Deficit Grant	9385290	10000000	26269965	11600000
Management Share 5%	658902	570000	908655	625000
Bank Intt	31937		56466	
2% Notional share of Sc/Bc students	2400	2400	2400	2700
TOTAL	**10259679**	**10721290**	**27470581**	**12404450**

EXPENDITURE	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Salary Teaching Staff 95%	11730268	9800000	16197875	10500000
Salary Non-Teaching Staff 95 %	1447776	1600000	1975213	2000000
TOTAL	**13178044**	**11400000**	**18173088**	**12500000**

Basis of Calculations:-
1. Estimated income 2012-2013 is based on 600 students.
2. Actual income 2012-2013 is based on 731 students.
3. Estimated income 2013-2014 is based on 800 students.

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Management Fund

INCOME	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Science Fee	56730	60000		70000
Dilapidation Fee	39190	30000		40000
G.N. Development Fund	1218140	1440000	1876540	1920000
Subject Change Fee	3300	5000		6000
Educational Dev. Fund (SES)	60900	60000		80000
Practical Fee	59900	60000		60000
Guru Nanak Fund	214275	75000	92180	50000
Prospectus	96600	100000	128400	130000
Garden	38400	30000	10900	20000
Minister Grant/MP Grant	300000	--	100000	1000000
Rent of College Canteen	21500	20000	8500	30000
Intt.	71955	--	35683	--
TOTAL	**2180890**	**1880000**	**2252203**	**3406000**

EXPENDITURE	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
2% Notional share of SC/BC students	2400	2400	2400	2700
Advertisement	18200	30000	28462	35000
Aid to Students	79500	85000	49000	90000
Audit Fee	38159	50000	42978	60000
Bank Charges	356	2000	250	2500
Black Board	6050	--	28229	25000
Building	164428	--	631904	1000000
Building Repair	114756	200000	14220	200000
College Canteen	145317	--	--	--
Cycle Shed	--	--	182986	100000
Educational Dev. Fund (SES)	57000	60000	79200	80000
Furniture	13500	50000	35110	150000
Garden	9860	20000	2924	10000
Gratuity Fund	500000	500000	750000	800000
Ladder	864	--	--	--
Management share 5%	658902	570000	908655	625000
Prospectus	21600	25000	32550	40000
Rent college & College house	3000	3000	3000	3000
Salary Non-Teaching Staff (S. Jasbir Singh)	23193	--	--	--
Salary Teaching Staff (MF)/Adm Allowance	36000	136000	36000	36000
Stadium	20000	--	--	--
T.A.	44280	60000	14020	60000
Legal Expenses	--	--	14000	
Toliet	653608	70000	65578	40000
TOTAL	**2610973**	**1863400**	**2921466**	**3359200**

General Purpose Fund

INCOME	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
General Purpose Fund				
Additional Staff	46920	60000		80000
Building Fund	537465	720000		960000
House Examination	103910	90000		120000
Medical	12275	15000		20000
Magazine	45425	60000		80000
Hot Weather charges	33110	45000		60000
Diary & Identity Card	12495	15000		20000
Annual Function	44250	60000		80000
Lib. & Canteen up Keep	26670	36000		48000
Stationery	33125	45000		60000
Correspondence Fee	33610	45000		60000
Maintenance/ Generator Fund	204820	276000		368000
Student Aid fund	23680	30000	3856319	40000
Electricity Charges	424995	540000		720000
Dev & Maintenance of College Play Ground	228240	288000		384000
NonPlan Charges	66030	72000		96000
N.C.C./N.S.S.	25000	20000		26000
Cycle/Scoter Fee	16270	30000		40000
Notice Period Money	15600	--		--
Transportation	747020	800000		900000
Misc.	60955	100000		100000
Interest	49379	--	58004	--
Swimming Pool	--	--	4500	--
NCC	--	--	3572	--
Interest on FDR's	296930	300000	357275	--
Grant from NRI's	186500	--	250000	--
Total	**3274674**	**3647000**	**4529670**	**4262000**

EXPENDITURE	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Estimated Total 2012-2013 (In Rs.)	Estimated 2013-2014
Salary to Add Staff	370346	400000	349054	500000
Salary Non-Teaching Staff	415532	500000	516223	600000
Annual Function	38786	40000	51785	60000
Aqua Guard	--	--	5500	--
Correspondence	11397	13000	9711	15000
Entertainment	62690	70000	72135	80000
House Examination	7080	25000	22400	30000
Printing & Stationery	26728	30000	38269	40000
Electricity charges	192337	225000	250774	300000
Gurpurb	33392	35000	37725	40000
Misc.	40702	40000	53017	40000
Maintenance	68630	100000	77221	120000
Student Aid Fund	20000	30000	500	30000
Telephone	76659	85000	85193	95000
T. A.	71131	75000	77382	80000
Audit Fee	16324	25000	9888	15000
Bank charges	2759	5000	3410	5000
Crockery	3498	5000	4686	6000
Magazine	--	30000		50000
Furniture Repair	10234	20000	10375	30000
Generator Maintenance/Fuel	79748	90000	124051	150000
Advertisement	26080	35000	62150	70000
Contingency	5429	10000	17370	10000
N. C. C./Medical	6844	10000	23820	10000
Diary & Identity Card	9600	10000	20400	25000
Lib & Centeen up Keep	3495	10000	6015	10000
Refund Fee	16000	--	33500	--
Transportation	659000	700000	733910	850000
Red Cross Fund	3159	4000	15758	20000
Insurance	10616	12000	10815	15000
College Web Site	3400	4000	2300	5000
Library books	1480	--	--	--
Consultation Fee	5560	7000	9572	14000
Eqipument	2290	--	--	3000

Gas Connection	1145	--	--	--
Generator Shed	25439	--	--	--
Plantinum Jubliee Function	114539	--	--	--
Ladder	776	--	--	--
Electric Fans	2097	10000	8100	--
Scholarship to Merti Holder	--	--	42400	--
Water Cooler	2800	--	--	--
Invertor & Battery	--	--	6040	--
Extension Activities	--	--	2270	--
Seminar	--	--	48125	--
White Wash	62374	100000	20309	100000
Total	**2510096**	**2755000**	**2862153**	**3418000**

Amalgamated Fund

INCOME	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Amalgamated Fund	253500	360000	321600	480000
Interest	3877		3133	
Total	**257377**	**360000**	**324733**	**480000**

EXPENDITURE	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Estimated Total 2012-2013 (In Rs.)	Estimated 2013-2014
Bank Charges	48	1000	78	1000
Extension Activities	--	10000	2170	10000
Games	25242	40000	44178	60000
Journal & Periodicals	27786	30000	23711	40000
Prize Distribution Function	72546	75000	64787	80000
T. A.	32692	35000	37213	40000
Students Activities	127750	135000	141434	150000
Library Books	10436	--	--	75000
Mower	20600	--	--	--
Ground Maintenance	190	--	--	10000
Total	**317290**	**326000**	**313571**	**466000**

Self Financing Courses

INCOME	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Computer fee/other courses fee	2521460	2800000	2750000	3000000
Total	**2521460**	**2800000**	**2750000**	**3000000**

EXPENDITURE	Actual 2011-2012 (In Rs.)	Estimated 2012-2013 (In Rs.)	Actual 2012-2013 (In Rs.)	Estimated 2013-2014
Salary (Computer, Commerce & Pbi Deptt.)	1646249	1800000	1639327	2000000
Computer Maintenance	17730	60000	35102	80000
Affiliation fee (New courses)	9500	30000	22000	--
Established Lab/Workshop/ Equipments/Net working	45673	50000		50000
Library Books	6124	100000	86295	125000
Total	**1725276**	**2040000**	**1782724**	**2255000**

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the

National Assessment and Accreditation Council

on the recommendation of the duly appointed

Peer Team is pleased to declare the

Sikh National College

Qadian (Gurdaspur), affiliated to Guru Nanak Dev University, Punjab as

Accredited

at the B⁺ level.

Date : May 03, 2004

Director

प्रो. वी. एस. प्रसाद
निदेशक
Prof. V. S. Prasad
Director

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Decennial Year	*Year of Rededication for*
2 0 0 3 - 2 0 0 4	*Quality and Excellence*

NAAC/A&A/outcome - 110/2004/   May 05, 2004

The Principal
Sikh National College
Qadian (Gurdaspur) - 143516
Punjab

Dear *Principal*,

Greetings from NAAC.

I am glad to inform you that the outcome of the Assessment and Accreditation exercise of your institution has been processed by the Executive Committee of NAAC on 03/05/2004 and your institution has been *Accredited* for a period of five years with **B+** *Grade* (institutional score between 75-80%). The certificate of accreditation with the grade, criterion-wise scores and total scores will be sent to you shortly. I am sure the detailed peer team report given to you already by the peer team will enable the institution to initiate further quality enhancement strategies.

With best wishes,

Yours sincerely,

(V. S. Prasad)

2/4, अभिमानि प्रकाशन, डा. राजकुमार मार्ग, पी.ओ.बाक्स नं. 1075, राजाजीनगर, बेंगलूर - 560 010. भारत
2/4, Abhimani Prakashana, Dr. Rajkumar Road, P.O. Box No. 1075, Rajajinagar, Bangalore - 560 010. INDIA

Academic Calendar

S. N. College, Qadian

2012-2013

Opening of the College	:	01.07.2012
Admission	:	Without Late Fee:- 04-07-2012
		With Late Fee:- 05-07-2012 to 12-09-2012
Commencing of Classes	:	15.07.2012
Principal's Address	:	Second Week of July
Student's Assembly	:	In the End of July
Inauguration Function	:	Last Week of July
Teacher's Day	:	05.09.2012
Youth Festival (University)	:	As Per University Schedule
Autumn Break	:	01.10.2012 to 09.10.2012
Reopening the College	:	10.10.2012
House Test (Annual System)	:	1st week of Dec. 2012
Winter Break	:	24.12.2012 to 05.01.2013
Educational/Historical Tours	:	In the Autumn Break/Winter Break
NSS Camp	:	During Autumn Break
Reopening of the college	:	07.01.2013
Submission of Award Lists and Attendance of the students	:	10.01.2013
Second Test (Special Test)	:	2nd week of Feb. 2013
Annual Athletic Meet	:	3rd week of Feb. 2013
Youth Festival (College)	:	3rd week of Feb. 2013

Annual Function	:	Last week of Feb. 2013
Students farewell party	:	1st week of March. 2013
Sukhmani Sahib Recitation	:	1st week of March 2013
Extension Lectures and Seminars	:	As Per convince of Resource Persons
Annual Exam	:	As per University Schedule (3rd Week of March 2013)

Academic Calendar

S. N. College, Qadian

2013-2014

Opening of the College	:	01.07.2013
Admission	:	Without Late Fee:- 04-07-2013
		With Late Fee:- 05-07-2013 to 01-09-2013
Commencing of Classes	:	18.07.2013
Student's Assembly	:	Second Week of July
Principal's Address	:	Second Week of July
Inauguration Function	:	Last Week of July
Teacher's Day	:	05.09.2013
Youth Festival (University)	:	As Per University Schedule
Autumn Break	:	30.09.2013 to 09.10.2013
Reopening the College	:	10.10.2013
House Test (Semester System)	:	2nd week of Oct 2013
House Test (Annual System)	:	1st week of Dec 2013
Winter Break	:	23.12.2013 to 05.01.2014
Educational/Historical Tours	:	In the Autumn Break/Winter Break
NSS Camp	:	During Autumn Break
Reopening of the college	:	06.01.2014
Submission of Award Lists and	:	10.01.2014
Attendance of the students		
Second/Special Test (Annual System)	:	2nd week of Feb. 2014
Annual Athletic Meet	:	3rd week of Feb. 2014
Youth Festival (College)	:	3rd week of Feb. 2014

Annual Function	:	Last week of Feb. 2014
Students farewell party	:	1st week of March. 2014
Sukhmani Sahib Recitation	:	1st week of March 2014
Extension Lectures and Seminars	:	As Per convince of Resource Persons
Annual Exam	:	As per University Schedule

Sikh National College, Qadian

Scholarships & Concessions Granted to the Students During 2012-2013

1. Late Bawa Harkishan Singh Principal Memorial Trust Fund   Rs.   22,500-
2. Late Col. Ishar Singh Bajwa Memorial Trust Fund   Rs.   4,000-
3. Bal Family Educational Trust Fund   Rs.   22,500-
4. Guru Nanak Fund   Rs.   40,000-
5. NRI Scholarships (BCA Students)   Rs. 2,40,000-
6. Concessions to Sports Person   Rs. 1,86,380-
7. Scholarship to Merit Holder   Rs.   42,400-

Rs. 5,57,780-

Late Bawa Harkishan Singh Principal Memorial Trust Fund

S. No.	Name	Class	Roll No.	Rs.
1.	Gurwinder Kaur	B. A.-I	1001	500-
2.	Sandeep Kaur	B. Sc.-II (NM)	301	1000-
3.	Amandeep Kaur	B. Sc.-II (Eco)	1302	500-
4.	Davinder Kaur	B. A.-II	416	500-
5.	Gagandeep Singh	B. A.-II	503	500-
6.	Sarabjit Kaur	B. Sc.-III (Eco)	1401	500-
7.	Amritpal Singh	B. Sc.-III	1404	2500-
8.	Arti Gupta	B. Sc.-III (Eco)	1405	500-
9.	Jyoti Bala	B. SC.-III (Eco)	1406	500-
10.	Anu Bala	B. Sc.-III (C. Sc.)	1904	500-
11.	Amritpal Singh	B. Sc.-III (C. Sc.)	1913	500-
12.	Alisha Mahajan	B. Sc.-III (IT)	6001	1000-
13.	Ramandeep Kaur	B. A.-III	110	500-
14.	Gurpreet Kaur	B. A.-III	111	500-
15.	Amandeep Kaur	B. A.-III	138	500-
16.	Amandeep Kaur	B. A.-III	163	1000-
17.	Amanpreet	B. A.-III	166	1000-
18.	Murli Manohar Jha	B. A.-III	210	1000-
19.	Palwinder Kaur	M. A.-II (Pbi)	2017	1000-
20.	Ajmeet Kaur	M. A.-IV (Pbi)	2113	1000-
21.	Rajbir Kaur	M. A.-IV (Pbi)	2115	1000-
22.	Kanchanpreet Kaur	PGDCA	2223	2500-
23.	Amandeep Kaur	M. Sc.-II (IT)	7008	1000-
24.	Preet Chandan Kaur	M. Sc.-II (IT)	7019	1000-
25.	Poonam Bala	M. Sc.-IV (IT)	8021	1000-
26.	Rajana Kumari	M. Sc.-IV (IT)	8010	500-
				22500-

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Late Col. Ishar Singh Bajwa Memorial Trust Fund

S. No.	Name	Class	Roll No.	Rs.
1.	Priyanka	B. Sc.-I (Eco)	1223	500-
2.	Mandeep Kaur	B. A.-II	437	500-
3.	Amandeep Kaur	B. Sc.-III (NM)	01	1000-
4.	Kiranpreet Kaur	B. Sc.-III (C. Sc.)	1901	1000-
5.	Gurdeep Singh	M. Sc.-II (IT)	7004	1000-
				4000-

SIKH NATIONAL COLLEGE, QADIAN (GSP)

Bal Family Educational Trust Fund

S. No.	Name	Class	Roll No.	Rs.
1.	Bakshinder Kaur	B. A-I	1037	1000-
2.	Navdeep Kaur	B. Sc.-II (NM)	306	1000-
3.	Amandeep Kaur	B. Sc.-II (Eco)	1303	500-
4.	Meera Munawar	B. Sc.-II (IT)	5002	500-
5.	Ankita Gupta	B. Sc.-II (IT)	5003	500-
6.	Harjinder Kaur	B. A.-II	458	1000-
7.	Gurwinder Kaur	B. A.-II	459	500-
8.	Sharanjit Kaur	B. A.-III	124	500-
9.	Simi Bala	B. A.-III	129	500-
10.	Rajwinder Kaur	B. A.-III	150	500-
11.	Nirmaljit Kaur	B. A.-III	172	1000-
12.	Ajay Kumar	B. Sc.-III (Eco)	1402	1000-
13.	Dimplepreet Kaur	B. Sc.-III (C. sc.)	1902	500-
14.	Mandeep Kaur	B. Sc.-III (C. Sc.)	1903	500-
15.	Amandeep Kaur	B. Sc.-II (C. Sc.)	1905	500-
16.	Ramanjot Kaur	B. Sc.-III (C. Sc.)	1907	500-
17.	Pawandeep Kaur	B. Sc.-III (C. Sc.)	1908	500-
18.	Ramandeep Kaur	B. Sc.-III (C. Sc.)	1909	500-
19.	Manpreet Kaur	B. Sc.-III (C. Sc.)	1912	500-
20.	Mandeep Kaur	B. Sc-.-III (IT)	6005	500-
21.	Nisha	BCA-III	3203	3000-
22.	Anu Bala	M. Sc.-II (IT)	7025	1000-
23.	Kirandeep Singh	M. Sc.-II (IT)	7029	1000-
24.	Parveen Kumari	M. A.-IV (Pbi)	2104	1000-
25.	Sukhmeet Kaur	M. A.-IV (Pbi)	2112	1000-

26.	Jasbir Kaur	M. A.-IV (Pbi)	2120	2000-
27.	Rajni	PGDCA	2206	1000-
				22500-

SIKH NATIONAL COLLEGE, QADIAN (GSP)

GURU NANAK FUND

S. No.	Name	Class	Roll No.	Rs.
1.	Ramandeep Kaur	B. Sc.-I	639	1000-
2.	Priya	B. Sc.-I (Eco)	1208	500-
3.	Reena	B. Sc.-I (Eco)	1219	500-
4.	Tajinder Singh	B. A.-I	817	500-
5.	Naresh Kumar	B. A.-I	945	1000-
6.	Sharanjit Kaur	B. A.-I	1004	500-
7.	Amandeep Kaur	B. A.-I	1007	500-
8.	Kuljit Kaur	B. A.-I	1010	500-
9.	Sukhdeep Kaur	B. A.-I	1011	1000-
10.	Harpreet Kaur	B. A.-I	1020	1000-
11.	Kuldeep Kumar	BCA-I	3001	1000-
12.	Daljinder Singh	BCA-I	3008	500-
13.	Amandeep Kaur	B. A.-II	407	1000-
14.	Gurpreet Kaur	B. A.-II	426	3000-
15.	Preeti Bala	B. A.-II	448	1000-
16.	Sukhjinder Singh	B. A.-II	519	1000-
17.	Sandeep Kaur	B. Sc.-II (Eco)	1309	1000-
18.	Prinka Chauhan	BCA-II	3107	1000-
19.	Ramparvesh Singh	BCA-II	3109	1000-
20.	Gurpreet Kaur	B. A.-III	111	1000-
21.	Ekta Rani	B. A.-III	119	500-
22.	Daljit Kaur	B. A.-III	122	1000-

23.	Simi Bala	B. A.-III	129	1000-
24.	Sandeep Kaur	B. A.-III	136	500-
25.	Rajwinder Kaur	B. A.-III	150	1000-
26.	Subhpreet Kaur	B. A.-III	151	1000-
27.	Amritpal Kaur	B. A.-III	192	500-
28.	Amritpal Singh	B. A.-III	203	1000-
29.	Sukhjeet Singh	B. A.-III	204	1000-
30.	Dilrajbir Singh	B. A.-III	205	1000-
31.	Arpinder Kaur	BCA-III	3217	1000-
32.	Parveen Kumari	BCA-III	3220	500-
33.	Jagroop Kaur	BCA-III	3222	1000-
34.	Jagdeep Singh	M. A.-IV (Pbi)	2116	1000-
35.	Sandeep Kaur	M. A.-IV (Pbi)	2118	1000-
36.	Sukhdeep Kaur	M. Sc.-II (IT)	7007	500-
37.	Baljinder Kaur	M. Sc.-II (IT)	7012	500-
38.	Khushbir Kaur	M. Sc.-II (IT)	7013	500-
39.	Manpreet Kaur	M. Sc.-II (IT)	7027	3000-
40.	Malkeet Singh	M. Sc.-II (IT)	7028	500-
41.	Jatinder Kaur	M. Sc.-IV (IT)	8015	3000-

Total **40000-**

Sikh National College, Qadian

NRI Scholarships

S. No.	Name	Class	Roll No.	Rs.
1.	Gurjit Kaur	BCA-II	3101	10000-
2.	Lovepreet Singh	BCA-II	3113	10000-
3.	Sharanjit Kaur	BCA-II	3106	10000-
4.	Prabhjot Kaur	BCA-II	3105	10000-
5.	Sandeep Kaur	BCA-II	3108	10000-
6.	Sukhmeet Kaur	BCA-II	3109	10000-
7.	Gurpal Singh	BCA-II	3120	10000-
8.	Sobin Singh	BCA-II	3110	10000-
9.	Harmanjit Singh	BCA-II	3117	10000-
10.	Manjodh Singh	BCA-II	3104	10000-
11.	Varinder Kaur	BCA-III	3244	10000-
12.	Gurpreet Singh	BCA-III	3212	10000-
13.	Malkit Singh	BCA-III	3218	10000-
14.	Rajwinder Kaur	BCA-III	3241	10000-
15.	Vinod Kumar	BCA-III	3213	10000-
16.	Davinder Singh	BCA-III	3214	10000-
17.	Manpreet Kaur	BCA-III	3207	10000-
18.	Mani Mahajan	BCA-III	3201	10000-
19.	Harjit Kaur	BCA-III	3206	10000-
20.	Sukhpreet Kaur	BCA-I	3016	10000-
21.	Rajwinder Kaur	BCA-I	3015	10000-

S. No.	Name	Class	Roll No.	Rs.
22.	Surekha	BCA-I	3030	10000-
23.	Amandeep Kaur	BCA-I	3013	10000-
24.	Kiranjit Kaur	BCA-I	3014	<u>10000-</u>
				<u>240000-</u>

<u>Sikh National College, Qadian</u>

<u>Concessions to Sports Person</u>

<u>S. No.</u>	<u>Name</u>	<u>Class</u>	<u>Roll No.</u>	<u>Rs.</u>
1.	Manjinder Singh	B. A.-I	801	7485-
2.	Mandeep Singh	B. A.-I	802	7485-
3.	Kulwinder Singh	B. A.-I	803	7485-
4.	Barinderjit Singh	B. A.-I	804	7435-
5.	Harpreet Singh	B. A.-I	806	7435-
6.	Amritpal Singh	B. A.-I	807	6785-
7.	Sunny Manhas	B. A.-I	812	2975-
8.	Parminder Singh	B. A.-I	814	2995-
9.	Rajinder Kumar	B. A.-I	820	7485-
10.	Talwinder Singh	B. A.-I	821	7485-
11.	Mangal Singh	B. A.-I	822	7485-
12.	Rakwinder Singh	B. A.-I	832	7485-
13.	Ankush Verma	B. A.-I	835	3295-
14.	Manpreet Singh	B. A.-I	846	2995-
15.	Daljit Singh	B. A.-I	849	7935-
16.	Ranjodh Singh	B. A.-I	850	2995-
17.	Gurbhej Singh	B. A.-I	851	2995-
18.	Rajbir Singh	B. A.-I	852	2995-
19.	Mandeep Singh	B. A.-I	853	3245-
20.	Komalpreet Singh	B. A.-I	866	2995-

S. No.	Name	Class	Roll No.	Rs.
21.	Manjinder Singh	B. A.-I	874	2995-
22.	Vijay Kumar	B. A.-I	884	7485-
23.	Harpreet Singh	B. A.-I	886	2995-
24.	Navjot Singh	B. A.-I	891	2995-
25.	Dalbir Singh	B. A.-I	914	3195-
26.	Varinderjit Singh	B. A.-I	937	7485-
27.	Ravinder Singh	B. A-II	506	6460-
28.	Navroop Singh	B. A-II	542	6460-
29.	Gurmeet Singh	B. A-II	512	2584-
30.	Jaimaljit Singh	B. A-II	514	2584-
31.	Jagdev Singh	B. A-II	515	2584-
32.	Rajpal Singh	B. A-II	516	2584-
33.	Bikramjit Singh	B. A-II	517	2584-
34.	Bhupinder Singh	B. A-II	518	2584-
35.	Sukhjinder Singh	B. A-II	519	2584-
36.	Navjot Singh	B. A-II	524	2584-
37.	Baljeet Singh	B. A-II	525	2584-
38.	Ramandeep	B. A-II	434	2584-
39.	Bikramjit Singh	BCA-II	3110	11000-
				186380-

Sikh National College, Qadian

Scholarship to Merit Holders

S. No.	Name	Class	Roll No.	Rs.
1.	Prince Kaur	M. A.-II	2110	5000-
2.	Gurpreet Kaur	M. A.-II	2109	5000-
3.	Navpreet Kaur	M. A.-II	2103	5000-
4.	Sukhmeet Kaur	M. A.-II	2112	5000-
5.	Navninder Kaur	M. A.-II	2108	5000-
6.	Sarabjit Kaur	M. A.-II	2020	5000-
7.	Poonam Bala	M. Sc.-II	8021	2100-
8.	Harpreet Kaur	M. Sc.-II	8004	2100-
9.	Sandeep Kaur	M. Sc.-II	8003	2100-
10.	Rajwinder Kaur	+2	511	1100-
11.	Varinder Kaur	BCA-III	3244	5000-
				42400-

Post Accreditation Initiatives		
Sr. No.	**Recommendations by the Peer Team during First Accreditation**	**Initiatives Taken by the Institution**
1.	The peer team recommended us to start courses, both at UG and PG, Diploma and certificate levels.	The authorities of the college reflected upon the circumstances and made efforts to start computer courses, first at UG level. At first, BCA was started and after this successful venture, BSc IT was introduced in the college. Apart from the computer courses B Com (Regular) was also brought in the institution. Beside this, the college also successfully managed to start and run a PG course, MA (Punjabi). The success of computer courses at UG level encouraged us to start a PG course in computer sciences and therefore we introduced MSc IT in the college. Beside this, we have also started Foundation Course in Human Rights, Certificate Course in Human Rights recently.
2.	The peer team recommended us to "enrich teaching-learning process" with "modern teaching aids."	Although teachers of our college primarily use traditional methods to carry out teaching –learning process yet as and when required they also supplement the same with modern teaching aids, like laptop. Computer, projector and multimedia devices. Most of our teachers learned to use these devices during the technical training sessions organized in the college.
3.	The peer team recommended us to form a "Research Development	A Research Committee has been formed in the college. Responding to the point, our two teachers, from the

	Committee" and the teachers should apply for "major/minor research projects.	department of Mathematics and History, got themselves registered and completed their PhDs and some teachers have also done M. Phil. Beside this, our teachers attend UGC sponsored and other seminars and most of them also present papers there.
4	The peer team strongly recommended to "take steps to reduce the dropout rate."	To check the dropout rate students are contacted personally and their problems are dealt with appropriate measures. Besides this, scholarships, under minority scheme, NRI Donations and Concession from the College have been made available to our students. Remedial classes for the students, having compartments and academically poor students are arranged to curb the dropout rate. In addition to that transportation at cheaper rates has also been provided to our students. Due to these steps the dropout rate has decreased considerably.
5	The peer team recommended us to "enrich the library" with "more books and periodicals" and to accelerate the computerization of the library."	In response to this point, we are subscribing more periodicals and newspapers. Every year, new books are added to the library stock. Issuing and Retuning of books are computerized to facilitate students. In addition to that four computers with internet facility and a photocopier have also been installed in the library for students.
6.	The peer team recommended us to attach "central computer lab, with internet facility to the library."	Though we have not done the same, yet we have provided internet facility separately to the computer lab and the library.
7.	The peer team recommended us to "convert the library into open	This recommendation is on our card, though initiatives to introduce this system are at discussion level. However in

	shelve system."	PG section, the students of PG classes have been provided open shelves system to fetch the books.
8.	The peer team recommended us to "provide computer training to the teaching and non-teaching staff."	We responded to this point enthusiastically and arranged computer training sessions for the teaching and non-teaching staff members. As a result administrative office of the college is fully computerized now. Our most of the teachers are now able to use computers for their betterment.
9.	The peer team recommended us to "establish a separate Audio Visual room with multimedia (LCD) projector."	In response to this point, we have bought multimedia projectors. The same has been installed in the computer lab and whenever a teacher demands, the technical staff from the computer department helps to install the same in his/her class room. The construction of a separate room for the purpose is in progress.
10.	The peer team recommended us to "involve Alumni and parents effectively" in the college affairs.	In response to this point, we are continuously in contact with our alumni and parents of our students. That is why they are emotionally involved with the college affairs. They work hand in hand with us for the development of this institution.
11.	The peer team recommended us to "give stress English speaking skills, personality development and communication skills."	In this direction, we have managed to improve a lot. Apart from the regular classes, students are encouraged to learn basics of English language and the same are taught along with the routine syllabus. To improve their personality, students are encouraged to participate in co/extra-curricular, sports activities.

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